Arizona Reading Content Standard to NAEP Reading Framework

Alignment Study

Final Report
April 2008

"Today a reader, tomorrow a leader."
- Margaret Fuller

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Introduction

"Once you learn to read, you will be forever free."

— Frederick Douglass

The Arizona Reading Standard was compiled to provide a clear delineation of what students need to know and be able to do. Likewise the National Assessment of Educational Progress (NAEP) Reading Framework was created to examine reading comprehension of students in Grades 4, 8, and 12. While both documents are highly regarded nationally by experts in the field, the Arizona Superintendent of Public Instruction, Tom Horne, of the Arizona Department of Education felt it necessary to check the alignment between the two documents prior to the revision to the Arizona Reading Standard in 2008.

The current Arizona Reading Standard was articulated by grade level in 2003 by Arizona educators with guidance from the Arizona Department of Education in order to meet federal guidelines. The committee referenced the National Council of Teachers of English and the National Reading Panel in their work. The previous Standard was written in grade-level bands and had benchmarks at grades 3, 5, 8, and high school. The standard is set to be revisited in 2008-2009 to fulfill the schedule for periodic review.

While working within the requirements of NCLB, Arizona schools have also participated in the NAEP since the early 1990s. The NAEP is used to measure student performance and how that performance changes over time across the nation and state-by-state. Under the No Child Left Behind Act (2001) legislation, schools across the nation accepting Title I funds are required to participate in the NAEP. The Arizona Board of Education has taken the participation a step further by deeming the NAEP a necessary national assessment for all Arizona schools to participate in if selected. Although there are

no awards or penalties tied to NAEP performance, every state is able to see the trend of their students' progression over time in key content areas such as mathematics and reading.

The National Assessment Governing Board, whose purpose is to set policy for the NAEP, called for the development of a new reading framework to replace the operational framework from 1992. In 2009, the new reading framework (which references the National Council of Teachers of English, the National Reading Panel, the RAND Reading Study Group, the Progress in International Reading Literacy Study, and the Programme for Student Assessment) will become operational for the National and State NAEP. This alignment study is to compare the 2009 NAEP Reading Framework for grades 4 and 8 to the current Arizona Reading Standard for grades 1 through 8. The research questions for this study are:

1) Which NAEP Reading Framework objectives are exact matches, partial matches, or not covered by the current Arizona Reading Standard Performance Objectives?

2) In which grade(s) are the NAEP Reading Framework objectives taught in the current Arizona Reading Standard?

The purpose of this study is to provide the Arizona Reading Standard revision committee with a report on the alignment of the current Arizona Reading Standard to the NAEP Reading Framework with the goal of producing a fully aligned revision. The alignment committee met for three days, February 25-27, 2008 at the Desert Willow and Black Canyon Conference Centers in Phoenix, Arizona to complete the study. The results will be presented to Superintendent Horne, the Arizona Reading Standard Revision Committee and the Arizona State Board of Education.

Methodology

Researching current national alignment models revealed that there wasn't a model that only compared standards to standards in the detail we needed for the revision committee, so a new one was devised. Participants compared the content of the NAEP Reading Framework objectives for grades 4 and 8 to the Arizona Reading Standard for grades 1 through 8. Two groups were formulated (five participants in the elementary group and five participants in the intermediate group) to examine grade spans 1through 4 and 5 through 8 (See Appendix A). In order to qualify as a rater for this project the committee members had to be proficient with the Arizona Reading Standard and had to have at least 3-5 years of teaching experience.

The first morning the participants were given background information about the NAEP, the process of developing the NAEP Reading Framework, and how Arizona students score on the NAEP. The complete agenda can be found in Appendix B. The committee members were trained and given guidelines to follow throughout the alignment process. Each committee member as provided with a copy of:

- the Arizona Performance Objectives from the Arizona Reading Standard,
- Arizona Reading Standard Glossary,
- NAEP Reading Framework,
- reference materials, including a dictionary, NAEP released test items, and Arizona Item Specifications.

Interrater Agreement

An interrater agreement assessment was given to the groups to confirm that all participants understand the process of rating the contents and to see how much agreement could be expect on average from our groups. Three NAEP objectives were used for each group during this session. The groups were given 20 minutes to decide if there were "exact matches," "partial matches," or "no matches" in the Arizona performance objectives. The group also had the option of marking the "unsure" column and adding comments. This task was completed individually followed by a second task of a group discussion regarding their ratings of the three objectives. The elementary group had 93.0 percent complete agreement with each other and the intermediate group had 80.0 percent complete agreement. This was found acceptable after reviewing their worksheets in detail. (See Appendix C for a detailed description.) There was a scribe assigned to each group to provide a transcript of the discussions for the final report.

Alignment Model

There were two packets of worksheets for the committees to work through. These worksheets were also available to the committee members on a computer. The first worksheet (see Appendix D for an example of Worksheet #1) had a NAEP objective listed at the top and contained a table with four columns marked "exact match," "partial match," "unsure," and "comments." The participants were asked to first work alone to list the Arizona performance objectives they felt fell into these categories. Next, they discussed their individual results within their group. After discussion, participants were permitted to

change their selections. The elementary group had 123 NAEP objectives to work through and the intermediate group had 41 NAEP objectives.

The second set of worksheets (known as Worksheet #2) had the Arizona Reading Performance Objectives listed down the side with five columns titled “exact match,” “partial match,” “unsure,” “no match,” and “comments” (see Appendix E for an example of Worksheet #2). Worksheet #2 required that the participants work individually. This worksheet provided a different perspective of alignment between the Arizona Standard and the NAEP Framework. The purpose of this worksheet was to reveal the detailed information we needed to tell what we may or may not be missing from the Arizona Standard. A training was incorporated prior to the groups working on Worksheets #1 and #2.

During the three-day study, we had a scribe assigned to each group to record any comments that participants made pertaining to the Arizona standard/performance objectives, NAEP framework/objectives, or the alignment model. On the third day the participants handed in an evaluation sheet regarding the alignment model we were piloting with this study.

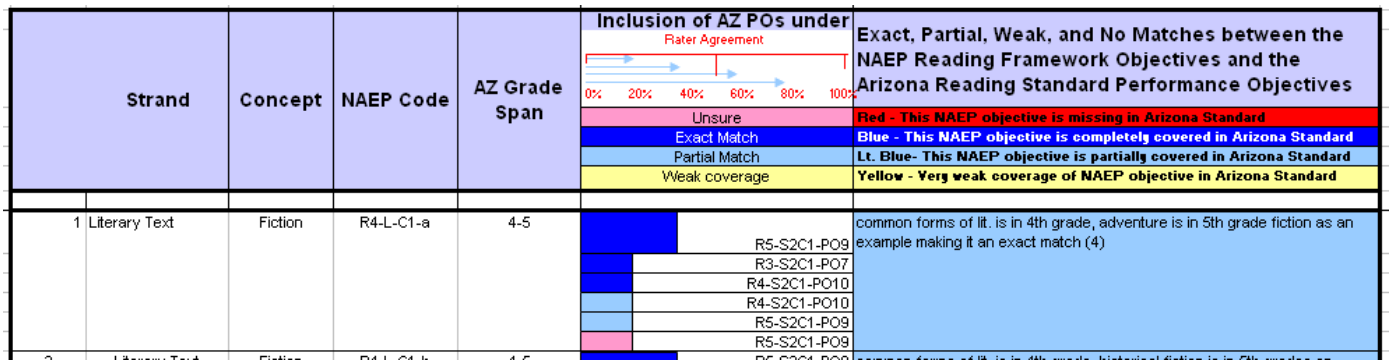
Results

The data review and the participant comments indicated that the NAEP reading objectives were presented in a list fashion without any further explanation whereas the Arizona Reading Performance Objectives are much more defined and in many cases contain examples. This caused frustration among the raters when it came to looking for exact matches on Worksheet #1. As a result, the raters listed a number of Arizona performance objectives under any one NAEP objective that would create a full or partial match. Both

worksheets were combined to show if there were matches between the NAEP Framework and the Arizona Reading Standard, exactly what performance objectives made up those matches, and what grade spans these elements were being taught at in order to answer both research questions.

We were also able to determine which elements were missing from the Arizona Reading Standard to complete an exact match. It should be noted that there were "exact" matches, "partial" matches, and "no" matches found along with a list of Arizona Reading Objectives that are not covered by NAEP.

Tables 1 through 4 read left to right; however, you may see a number of Arizona Performance Objectives listed for one NAEP Objective. This is the result of the difference in breadth of the NAEP Objectives versus the Arizona Performance Objectives (see Figure 1).



	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
					Unsure	Red - This NAEP objective is missing in Arizona Standard
					Exact Match	Blue - This NAEP objective is completely covered in Arizona Standard
					Partial Match	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
1	Literary Text	Fiction	R4-L-C1-a	4-5	R5-S2C1-PO9	common forms of lit. is in 4th grade, adventure is in 5th grade fiction as an example making it an exact match (4)
					R3-S2C1-PO7	
					R4-S2C1-PO10	
					R4-S2C1-PO10	
					R5-S2C1-PO9	
					R5-S2C1-PO9	

Figure 1.

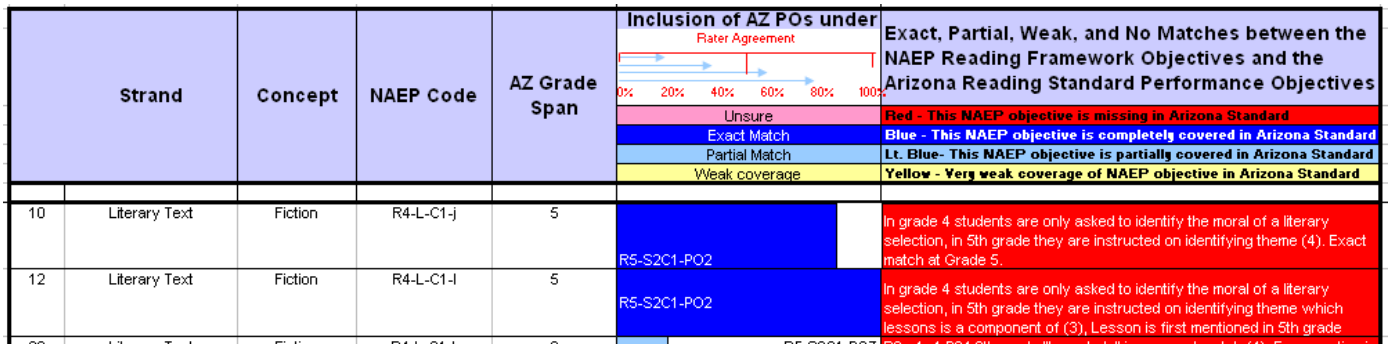
This NAEP objective shown above is *Literary Text* and the content strand is *Fiction*. Our raters found that there was only a partial match of the objective (as seen by the blue indication of the last column) to the Arizona Standard in grade span 4-5. The Arizona performance objectives that make up that partial match are listed in column six, R5-S2C1-09, R3-S2C1-07, and R4-S2C1-10. Of the raters, 40% felt that R5-S2C1-09 was *completely*

included in the NAEP objective, and 20% felt that R3-S2C1-07 and R4-S2C1-10 were *completely included* in the NAEP objective. Twenty percent also felt that R4-S2C1-10 and R5-S2C1-09 were *only partially included* in this NAEP objective, and 20% of the raters were *unsure* whether R5-S2C1-09 was included at all. Combining the Arizona Performance Objectives does not form a full match to the NAEP objective, meaning that there are still elements left out of the Arizona Reading Standard that are being assessed on NAEP.

Grade 4

Table 1 (shown on page 12) shows that there are 50 NAEP objectives or nearly 41% (shown in red), that are not covered in the current Arizona Reading Standard. When combined with those NAEP objectives that are "weakly" covered (2%) by the Arizona Reading Standard, 43% of the NAEP Framework is not covered by Arizona teachers. (The term "weakly" in this context refers to the fact that the teachers believed one aspect of the NAEP objective might be covered, but not enough to be considered partial coverage). For example, the NAEP Objective in Informational Text/Argumentation & Persuasive Text, R4-I-C2-s, *Graphic Features: Sidebars* was found by the raters not to have been covered at all in the Arizona Reading Standard.

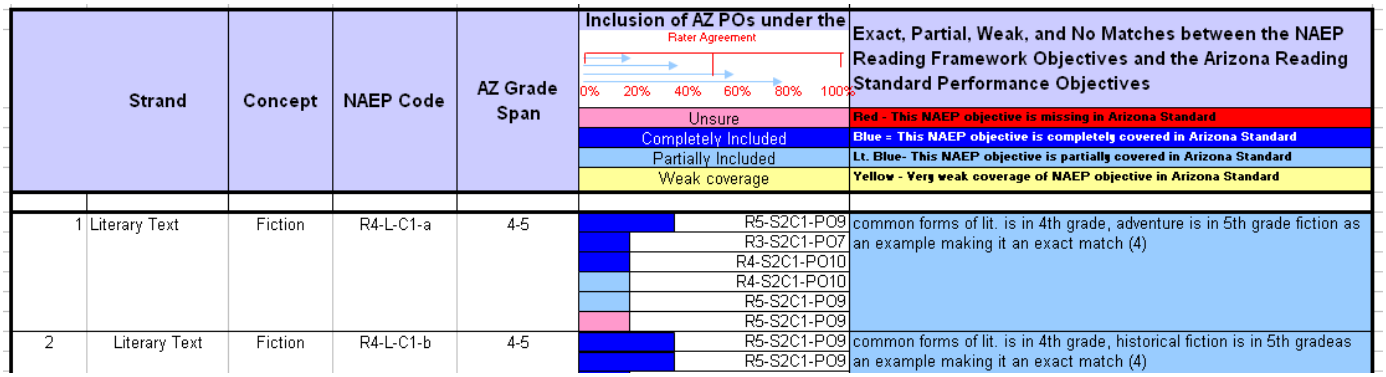
In the table below (Figure 2), the NAEP Objective shown below in *Literary Text/Fiction*, R4-L-C1-j and R4-L-C1-l, were designated as a "no matches" by our raters (as indicated by the color red in the last column) because they are exact matches at grade 5 in Arizona's Reading Standard. Eighty percent and 100% of the raters agreed that this NAEP objective is an exact match to the grade 5 Arizona performance objective as indicated in blue in column six.



	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
					Unsure	Red - This NAEP objective is missing in Arizona Standard
					Exact Match	Blue - This NAEP objective is completely covered in Arizona Standard
					Partial Match	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
10	Literary Text	Fiction	R4-L-C1-j	5	R5-S2C1-PO2	In grade 4 students are only asked to identify the moral of a literary selection, in 5th grade they are instructed on identifying theme (4). Exact match at Grade 5.
12	Literary Text	Fiction	R4-L-C1-l	5	R5-S2C1-PO2	In grade 4 students are only asked to identify the moral of a literary selection, in 5th grade they are instructed on identifying theme which lessons is a component of (3), Lesson is first mentioned in 5th grade

Figure 2.

Many of the NAEP objectives are partially covered (34%), as shown in Figure 3, which means that although there are some Arizona Performance Objectives included under a particular NAEP Objective, there are still missing elements. In some cases, the NAEP objectives for grade 4 aren't covered until later grades and thus marked as "partially" covered.



	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under the Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
					Unsure	Red - This NAEP objective is missing in Arizona Standard
					Completely Included	Blue = This NAEP objective is completely covered in Arizona Standard
					Partially Included	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
1	Literary Text	Fiction	R4-L-C1-a	4-5	R5-S2C1-PO9	common forms of lit. is in 4th grade, adventure is in 5th grade fiction as an example making it an exact match (4)
					R3-S2C1-PO7	
					R4-S2C1-PO10	
					R4-S2C1-PO10	
					R5-S2C1-PO9	
					R5-S2C1-PO9	
2	Literary Text	Fiction	R4-L-C1-b	4-5	R5-S2C1-PO9	common forms of lit. is in 4th grade, historical fiction is in 5th gradeas an example making it an exact match (4)
					R5-S2C1-PO9	

Figure 3.

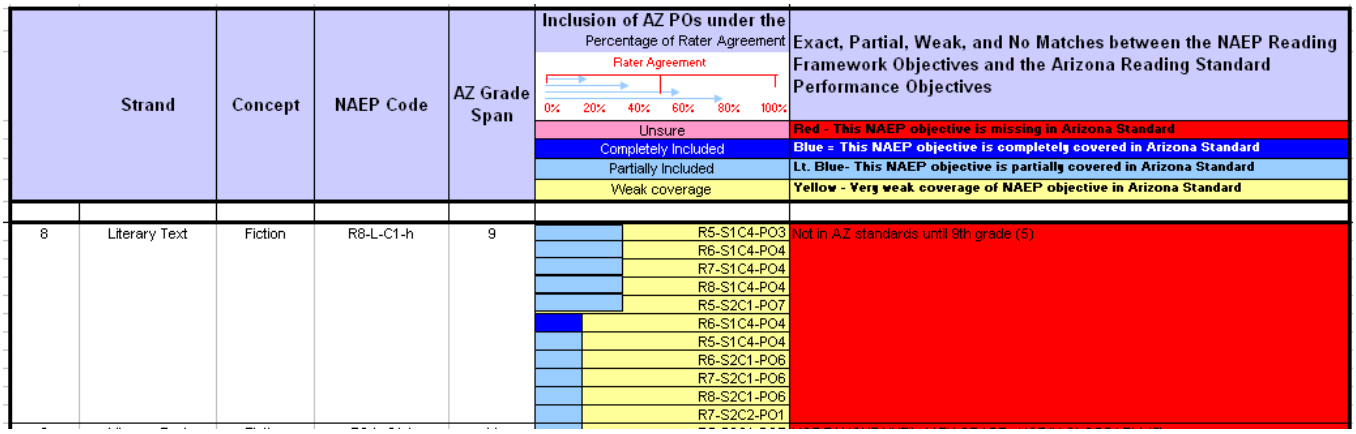
The NAEP objective shown above in Figure 3, *Literary Text/Fiction*, R4-L-C1-a, was designated as a partial match (shown in light blue color) because although the raters listed six Arizona Performance Objectives that are "fully covered," "partially," and one "unsure," they determined the NAEP objective is only partially covered in the Arizona Standard.

There are 28 NAEP Objectives out of 123 (23%) that are considered fully matched with Arizona performance standards as shown in Table 2 (shown on page 20). Some of the

discrepancy found between a partial match and an exact match was the due to discrepancies in the vocabulary used in both documents, and many of the Arizona performance objectives were considered fully covered at a higher grade.

Grade 8

Table 3 (shown on page 34) shows that there are 26 out of 40 NAEP Objectives or nearly 65% (shown in red) that are not covered in the current Arizona Reading Standard, such as in Figure 4 below, R8-L-C1-h *Literary Text/Fiction,* Imagery. This isn't covered until grade 9 in the Arizona Reading Standard.



Strand		Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under the Percentage of Rater Agreement Rater Agreement 0% 20% 40% 60% 80% 100% Unsure Completely Included Partially Included Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue = This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
8	Literary Text	Fiction	R8-L-C1-h	9	R5-S1C4-PO3	Not in AZ standards until 9th grade (5)
					R6-S1C4-PO4	
					R7-S1C4-PO4	
					R8-S1C4-PO4	
					R5-S2C1-PO7	
					R6-S1C4-PO4	
					R5-S1C4-PO4	
					R6-S2C1-PO6	
					R7-S2C1-PO6	
					R8-S2C1-PO6	
					R7-S2C2-PO1	

Figure 4.

There are 12 NAEP objectives (30%) that are partially covered by Arizona performance objectives (shown in Table 3) and 2 NAEP Objectives (5%) that are completely covered (shown in blue in the last column of Table 4, page 44) by the Arizona performance objectives.

Conclusion

The NAEP framework, as a whole, was specifically written to have every objective assessed; therefore, if we find that Arizona standards are not covering an area in the NAEP

framework, the chances of our students scoring higher on that portion of the NAEP are extremely slim.

The raters felt that the NAEP Framework was too vague in certain areas. For example, under Literary Text, Literary Nonfiction: Organization, the word "description" is stated without any explanation as to what specifically is needed to be described. Many of the NAEP Framework objectives are covered in the Arizona Reading Standard later than grade 4 or 8 and therefore were considered a "no match" or "partially covered" at those grade levels.

When studying the matrix for "partially covered" NAEP objectives (indicated by light blue in column 7 of Tables 1 and 3), reading experts will be able to tell by omission in column 6 ("Inclusion of AZ POs") the elements missing from the Arizona Reading Standard that are being tested on NAEP Reading. A total of 42% of NAEP objectives at Grade 4 and 63% of NAEP objectives at Grade 8 are not covered in the Arizona standard by those grade levels. Therefore, we cannot assume these reading elements are taught by teachers in our schools. This is only one piece of the puzzle to form an alignment with NAEP. Addressing the results of this study should make some impact in students' performance on the state NAEP.

**Note: Accompanying this report are two additional tables that indicate the Arizona Reading Standard performance objectives that are not assessed on NAEP Reading, Appendices F and G.*

Table 1

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
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10	Literary Text	Fiction	R4-L-C1-j	5	R5-S2C1-PO2	In grade 4 students are only asked to identify the moral of a literary selection, in 5th grade they are instructed on identifying theme (4). Exact match at Grade 5.
12	Literary Text	Fiction	R4-L-C1-l	5	R5-S2C1-PO2	In grade 4 students are only asked to identify the moral of a literary selection, in 5th grade they are instructed on identifying theme which lessons is a component of (3), Lesson is first mentioned in 5th grade
20	Literary Text	Fiction	R4-L-C1-t	8	R5-S2C1-PO7	R8-s1c4-P04 8th grade "hyperbole" is an exact match (4). Exaggeration is viewed as a persuasion technique, a narrow use in grade 4. Not until Gr. 8 is exaggeration used in literary texts.
22	Literary Text	Literary Fiction	R4-L-C2-a	_	RK-S2C1-PO4 R1-S2C1-PO4	AZ doesn't have a "Literary Nonfiction" strand so all PO's have been pulled form other strands that align the closest. Personal Essay is not an AZ PO in the area of the reading standards (may be found in the writing standards) (5)
24	Literary Text	Literary Fiction	R4-L-C2-c	_		Unclear where description is found under organization. Grade 1 mentions organizational features in R1-S3C1-03 Grade 3 mentions supporting details R3-S3C1-01. NOT CLEAR WHAT "DESCRIPTION" WOULD MEASURE
33	Literary Text	Literary Fiction	R4-L-C2-k			Transitions are a writing standard and not included in the reading standards (4).
38	Literary Text	Poetry	R4-L-C3-a	5	R2-S2C1-PO6 R5-S2C1-PO7 R4-S1C4-PO3 R5-S1C4-PO3 R5-S1C4-PO4	Id. Types of poetry is introduced in 5th grade though it does not specifically mention a narrative poem as an example (5).
39	Literary Text	Poetry	R4-L-C3-b	5	R4-S2C1-PO10 R5-S2C1-PO8 R4-S2C1-PO10 R5-S2C1-PO8 R5-S2C1-PO8	Id. Types of poetry is introduced in 5th grade though it does not specifically mention a lyrical poem as an example (5).

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					Partial Match		Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage		Yellow - Very weak coverage of NAEP objective in Arizona Standard
40	Literary Text	Poetry	R4-L-C3-c	5		R4-S2C1-PO10	Id. Types of poetry is introduced in 5th grade though it does not specifically mention a humorous poem as an example (5)
						R5-S2C1-PO8	
						R4-S2C1-PO10	
						R5-S2C1-PO8	
						R4-S2C1-PO10	
						R5-S2C1-PO8	
41	Literary Text	Poetry	R4-L-C3-d	5		R4-S2C1-PO10	Id. Types of poetry is introduced in 5th grade though it does not specifically mention a free verse poem as an example (5).
						R5-S2C1-PO8	
						R4-S2C1-PO10	
						R5-S2C1-PO8	
						R5-S2C1-PO8	
43	Literary Text	Poetry	R4-L-C3-f	6		R4-S2C1-PO9	R6-S2C1-PO7 Exact match (5).Stanza is not used until 6th grade.
45	Literary Text	Poetry	R4-L-C3-h	6			R06-S2C1-07 (3). Omission possible as structural element, like not needing complete sentences in poetry (Haiku) (3).
51	Literary Text	Poetry	R4-L-C3-n	6			R06-S2C1-06 is a partial match (5). This is identifying the mood of a text based on the author's word choice, it is not specific to poetry (3).
52	Literary Text	Poetry	R4-L-C3-o	6			R06-S2C1-02 as an exact match (5).
53	Literary Text	Poetry	R4-L-C3-p	6		R2-S2C1-PO5	R6-S2C1-PO6 is a partial match (3). R9-S2C1-02 allusion- to make inferences. This PO required drawing conclusions based on word choice. In Gr 3 sensory images require effective word choices. In Gr 6 word choices is more fully investigated. AZ Writing standard.
						R2-S2C1-PO6	
54	Literary Text	Poetry	R4-L-C3-q	_			This is not in the AZ Standard (5).
55	Literary Text	Poetry	R4-L-C3-r	_			Exaggeration is used as a form of persuasion in non-fiction (informational text), hyperbole (exaggeration) is used in 8th grade (3),
64	Informational Text	Exposition	R4-I-C1-g	3-4		R3-S2C1-PO4	G4-S3C1-04 if description organization means table of contents, headings, captions, etc. (3). Not clear what "description" entails, not a direct AZ PO (3).
						RK-S3C1-PO3	
68	Informational Text	Exposition	R4-I-C1-k	6		RK-S3C1-PO3	G6-S3C1-08 FOR AN EXACT MATCH (4). G6-S4C1-08 FOR AN EXACT MATCH (1). Compare and contrast appears in other standards related to literary text (3).

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%) Unsure Exact Match Partial Match Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue - This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
69	Informational Text	Exposition	R4-I-C1-l	_	RK-S3C1-PO3 R5-S3C1-PO3 R4-S3C1-PO3 R5-S3C1-PO3	As related to persuasive rather than exposition (4),
79	Informational Text	Exposition	R4-I-C1-v	_		Transitional words are not addressed in the reading standards they are found in the writing standards (5)
80	Informational Text	Exposition	R4-I-C1-w	_		How are signal words different form transitional words? These are in the writing standards (5).
81	Informational Text	Exposition	R4-I-C1-x	_		There is not an AZ Reading standard that addresses this, it is found in writing (5).
83	Informational Text	Argumentation & Persuasive Text	R4-I-C2-a	_		AZ does not address the genres or types of persuasive tests saving grade 3 R03-s3c3-P01 the purpose of this po is fact and opinion (5)
84	Informational Text	Argumentation & Persuasive Text	R4-I-C2-b	_		G3-S3C3-01 types of persuasive texts are mentioned but journal can be added
85	Informational Text	Argumentation & Persuasive Text	R4-I-C2-c	_		PERSUASIVE TEXT AND SPEECH NOT MENTIONED IN AZ STANDARDS (5).
86	Informational Text	Argumentation & Persuasive Text	R4-I-C2-d	_		AZ does not address the genres or types of persuasive tests saving grade 3 R03-s3c3-P01 the purpose of this po is fact and opinion (5).
87	Informational Text	Argumentation & Persuasive Text	R4-I-C2-e	_		Not clear what "description" entails, not a direct AZ PO (5).
90	Informational Text	Argumentation & Persuasive Text	R4-I-C2-h	_		Problem and solution are available in the AZ standards but not related to persuasive text (5).
91	Informational Text	Argumentation & Persuasive Text	R4-I-C2-i	_		PERSUASIVE TEXT AND COMPARISON & CONTRAST NOT MENTIONED TOGETHER IN AZ STANDARDS (5).
94	Informational Text	Argumentation & Persuasive Text	R4-I-C2-l	_	R5-S3C3-PO1 R3-S1C1-PO2 R3-S1C1-PO2 R5-S3C3-PO3	R5-S3C3-PO1 (4).
95	Informational Text	Argumentation & Persuasive Text	R4-I-C2-m	_		Contrasted perspectives are not addressed. See Writing Standards. Not mentioned in our standard (5)

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96	Informational Text	Argumentation & Persuasive Text	R4-I-C2-n	_		R4-S3C3-PO2	This is not specifically included in the AZ standards. (5)
						R5-S3C3-PO2	
						R5-S3C3-PO3	
						R4-S3C2-PO1	
						R4-S3C3-PO2	
						R5-S3C3-PO2	
						R5-S3C3-PO3	
98	Informational Text	Argumentation & Persuasive Text	R4-I-C2-p	_		R5-S1C6-PO1	Organizational features are not used in persuasive text, they are included only in expository text (R04-S3C1-04) (5).
99	Informational Text	Argumentation & Persuasive Text	R4-I-C2-q	_			Organizational features are not used in persuasive text, they are included only in expository text (R04-S3C1-04) (5).
100	Informational Text	Argumentation & Persuasive Text	R4-I-C2-r	_			Organizational features are not used in persuasive text, they are included only in expository text (R04-S3C1-04) (5).
101	Informational Text	Argumentation & Persuasive Text	R4-I-C2-s	_			Graphic features are not used in persuasive text, they are included only in expository text (R04-S3C1-06). Not addressed (5).
102	Informational Text	Argumentation & Persuasive Text	R4-I-C2-t	_		RK-S1C6-PO1	Graphic features are not used in persuasive text, they are included only in expository text (R04-S3C1-06). Not addressed (5).
						R5-S1C6-PO1	
103	Informational Text	Argumentation & Persuasive Text	R4-I-C2-u	_		R3-S1C6-PO5	Graphic features are not used in persuasive text, they are included only in expository text (R04-S3C1-06). Not addressed (5).
						R4-S1C6-PO4	
						R5-S1C6-PO4	
104	Informational Text	Argumentation & Persuasive Text	R4-I-C2-v	_			Transitional words are not addressed in the reading standards they are found in the writing standards (5).
105	Informational Text	Argumentation & Persuasive Text	R4-I-C2-w	_			How are signal words different form transitional words? These are in the writing standards (5).
114	Informational Text	Procedural Texts & Documents	R4-I-C3-g	3-5		R3-S3C2-PO4	Not clear what "description" entails, not a direct AZ PO (5)
						R4-S3C2-PO2	
						R5-S3C2-PO2	

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%) Unsure Exact Match Partial Match Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue - This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
116	Informational Text	Procedural Texts & Documents	R4-I-C3-i	6	R5-S3C2-PO2 R5-S3C2-PO2 R5-S3C2-PO2 R5-S3C2-PO2 R3-S3C2-PO2 R4-S3C2-PO2 R5-S3C2-PO2 R3-S3C2-PO1 R2-S3C2-PO1 R1-S3C2-PO1 R1-S3C2-PO1 R1-S3C2-PO2 R2-S3C2-PO1 R3-S3C2-PO1 R5-S3C2-PO2 R4-S3C2-PO2 R4-S3C2-PO2	R06-S3C2-01, G6-S3C2-02 (2). R04-S3C2-02 [Following directions] prepares for sequential processing (2).
117	Informational Text	Procedural Texts & Documents	R4-I-C3-j	6	R1-S1C1-PO4 RK-S1C1-PO4 R5-S3C3-PO1 R2-S3C2-PO3 R3-S3C1-PO3 R2-S3C1-PO3 R1-S3C1-PO3 R5-S1C6-PO1 R4-S1C6-PO4 R4-S1C6-PO1 R5-S1C6-PO4 R5-S3C2-PO2	G6-S3C2-02 exact match (3) Titles are not included in the e.g., but headings are (1)

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
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					Partial Match	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
118	Informational Text	Procedural Texts & Documents	R4-I-C3-k	6	RK-S3C2-PO2	R06-S3C2-02. exact match. Labels are not included in the e.g. on R06-S3C2-02 though they are included in R04-S3C2-01 (1),
					R2-S3C2-PO2	
					R2-S3C2-PO3	
					R4-S1C6-PO4	
					R4-S3C2-PO1	
					R5-S3C2-PO1	
					R5-S3C2-PO1	
					R4-S3C2-PO1	
					RK-S3C2-PO2	
					R5-S1C6-PO4	
120	Informational Text	Procedural Texts & Documents	R4-I-C3-m	6	R5-S3C3-PO3	R06-S3C2-02 exact match. Subheadings are not included in the e.g., but headings are R4-S3C1-PO4 (4). Covered in expository (1)
					R2-S3C2-PO3	
					R4-S1C6-PO4	
					R5-S1C6-PO4	
121	Informational Text	Procedural Texts & Documents	R4-I-C3-n	6	R2-S3C2-PO3	G06-s3c2-P02 - exact match (2) Sidebars are not included in the e.g. (3) Not addressed (1)
					R4-S1C6-PO4	
					R5-S1C6-PO4	
122	Informational Text	Procedural Texts & Documents	R4-I-C3-o	6	R2-S3C1-PO5	R06-S3C2-02 - exact match (4). Prepared in R4-S3C2-01 (1). Illustrations are an e.g. Covered in Expository
					R3-S3C1-PO5	
					R5-S3C1-PO6	
					RK-S1C6-PO1	
					R4-S1C6-PO4	
					R2-S3C2-PO3	
					R5-S1C6-PO4	
					RK-S3C2-PO2	

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					Partial Match		Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage		Yellow - Very weak coverage of NAEP objective in Arizona Standard
123	Informational Text	Procedural Texts & Documents	R4-I-C3-p	6		R3-S1C6-PO5	G06-s3c2-P02 - exact match (2) . Covered in expository
						R5-S1C6-PO4	
						R2-S3C1-PO5	
						R3-S3C1-PO5	
						R4-S3C1-PO6	
						R5-S3C1-PO6	
						R3-S3C2-PO4	
						R2-S3C2-PO3	
						R2-S2C1-PO6	
						R4-S1C6-PO4	
						R4-S1C6-PO4	
						R2-S3C2-PO3	
124	Informational Text	Procedural Texts &	R4-I-C3-q	6		R4-S1C6-PO4	R6-S3C2-PO2 - exact match (3). Legends are in e.g. Covered in expository
						R5-S1C6-PO4	
35	Literary Text	Literary Fiction	R4-L-C2-m	3-5		R3-S2C1-PO2	Very little of objective m is found in the AZ standards (1). Author's techniques are introduced here, but not as extensively as the NAEP description (1). The 4th grade po is preparation for 5th grade R5-S2C1-PO7 - but both are incomplete (1).
						R5-S2C1-PO7	
						R2-S2C1-PO1	
						R4-S2C1-PO5	
						R5-S2C1-PO4	
						R5-S2C1-PO7	
						R1-S2C1-PO2	
						R3-S2C1-PO5	
						R5-S2C1-PO7	
46	Literary Text	Poetry	R4-L-C3-i	6		RK-S1C2-PO1	R06-s2c1-p07 possible as a structural element of poetry. Could be a possible structural element though not included as an example, dialogue is used in other elements, but it's not directly related to poetry (4).
						RK-S1C2-PO2	
						R1-S1C2-PO1	
						RK-S1C2-PO1	
						RK-S1C2-PO2	
						R1-S1C2-PO1	

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					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
97	Informational Text	Argumentation & Persuasive Text	R4-I-C2-o	_	R4-S1C4-PO4 R5-S1C6-PO1 R1-S1C1-PO4 R4-S1C4-PO4 RK-S1C6-PO1 R4-S1C6-PO1 RK-S1C1-PO4	Organizational features are not used in persuasive text, they are included only in expository text (R04-S3C1-04) (5).

End of Table 1

Table 2

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
					Unsure	Red - This NAEP objective is missing in Arizona Standard
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					Partial Match	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
1	Literary Text	Fiction	R4-L-C1-a	4-5	R5-S2C1-PO9	common forms of lit. is in 4th grade, adventure is in 5th grade fiction as an example making it an exact match (4)
					R3-S2C1-PO7	
					R4-S2C1-PO10	
					R4-S2C1-PO10	
					R5-S2C1-PO9	
					R5-S2C1-PO9	
2	Literary Text	Fiction	R4-L-C1-b	4-5	R5-S2C1-PO9	common forms of lit. is in 4th grade, historical fiction is in 5th grades an example making it an exact match (4)
					R5-S2C1-PO9	
					R3-S2C1-PO7	
					R4-S2C1-PO10	
					R4-S2C1-PO10	
					R5-S2C1-PO9	
					R4-S2C2-PO1	
					R5-S2C2-PO1	
3	Literary Text	Fiction	R4-L-C1-c	3-5	R3-S2C1-PO7	common forms of lit. is in 4th grade, fiction is in 5th grade though it does not specifically mention contemporary realistic fiction as an example (3). AZ does not ever use the term "contemporary realistic fiction" but it falls under "identifying various
					R4-S2C1-PO10	
					R5-S2C1-PO19	
					R1-S2C1-PO4	
					R4-S2C1-PO10	
					R5-S2C1-PO9	
4	Literary Text	Fiction	R4-L-C1-d	2-5	R3-S2C1-PO7	common forms of lit. is in 4th grade, fiction is in 5th grade though it does not specifically mention folktales as an example (4)
					R4-S2C1-PO3	
					R4-S2C1-PO10	
					R5-S2C1-PO5	
					R5-S2C1-PO9	
					R2-S2C1-PO4	
					R4-S2C1-PO10	
					R5-S2C1-PO9	

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%) Unsure Exact Match Partial Match Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue - This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
5	Literary Text	Fiction	R4-L-C1-e	3-5	R3-S2C1-PO7 R4-S2C1-PO3 R4-S2C1-PO10 R5-S2C1-PO9 R4-S2C1-PO10 R5-S2C1-PO9	common forms of lit. is in 4th grade, fiction is in 5th grade though it does not specifically mention legends as an example (4)
6	Literary Text	Fiction	R4-L-C1-f	3-5	R5-S2C1-PO9 R5-S2C1-PO9 R4-S2C1-PO3 R3-S2C1-PO7 R4-S2C1-PO10 R2-S2C1-PO3 R4-S2C1-PO10 R5-S2C1-PO9	common forms of lit. is in 4th grade, fables is in 5th grade fiction as an example making it an exact match (4)
7	Literary Text	Fiction	R4-L-C1-g	3-4	R3-S2C1-PO7 R4-S2C1-PO10 R4-S2C1-PO10	common forms of lit. is in 4th grade, fiction is in 5th grade though it does not specifically mention tall tales as an example (4)
8	Literary Text	Fiction	R4-L-C1-h	4-5	R5-S2C1-PO9 R5-S2C1-PO9 R3-S2C1-PO7 R4-S2C1-PO10 R2-S2C1-PO3 R4-S2C1-PO10 R5-S2C1-PO9	common forms of lit. is in 4th grade, myths is in 5th grade fiction as an example making it an exact match (3). Myths carry messages

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					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
9	Literary Text	Fiction	R4-L-C1-i	K-5	R5-S2C1-PO9	common forms of lit. is in 4th grade, fantasy is in 5th grade fiction as an example making it an exact match (4)
					R1-S2C1-PO4	
					RK-S2C1-PO4	
					RK-S2C1-PO4	
					R3-S2C1-PO7	
					R4-S2C1-PO10	
					R1-S2C1-PO4	
					R2-S2C1-PO3	
					R4-S2C1-PO10	
					R5-S2C1-PO9	
					R5-S2C1-PO9	

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%) Unsure Exact Match Partial Match Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue - This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
13	Literary Text	Fiction	R4-L-C1-m	K-5	R3-S2C1-PO3 R1-S2C1-PO1 R1-S2C1-PO3 R2-S2C1-PO1 R2-S2C1-PO3 RK-S2C1-PO3 R5-S2C1-PO19 R4-S1-C6-PO6 R3-S2-C1-PO1 R3-S2C1-PO1 R5-S1C6-PO6 RK-S2C1-PO3 R1-S2C2-PO1 R2-S2C2-PO1 R3-S2C2-PO1 R5-S2C1-PO7 R4-S1C6-PO6 R5-S1C6-PO6 RK-S2C1-PO2 R4-S2C1-PO1 R4-S2C1-PO8 RK-S2C1-PO2 R1-S2C1-PO1 R1-S2C1-PO3 R2-S2C1-PO1 R2-S2C1-PO3 R4-S2C1-PO8 R5-S2C1-PO1 R1-S2C2-PO1 R2-S2C2-PO1 R3-S2C2-PO1	Sequencing is addressed as early as Kindergarten and plot is addressed starting in Grade 2. Both sequencing and plot are including through fourth grade; R4S2C1PO1 addresses plot, but is not directly linked to sequencing (4)

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
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					Partial Match	**Lt. Blue- This NAEP objective is partially covered in Arizona Standard**
					Weak coverage	**Yellow - Very weak coverage of NAEP objective in Arizona Standard**
15	Literary Text	Fiction	R4-L-C1-o	2-5	R2-S2C1-PO1 R5-S2C1-PO1 R5-S2C1-PO1 R4-S2C1-PO2 R4-S2C1-PO2	"Resolution" is first used in grade 4 and "Solution" is used in grade 2 R02-s2c1-p01 no clear definition of these two terms (5). IS THE RESOLUTION AND SOLUTION THE SAME?
16	Literary Text	Fiction	R4-L-C1-p	2-5	R4-S2C1-PO2 R2-S2C1-PO1 R5-S2C1-PO1 R5-S2C1-PO1 R4-S2C1-PO2	"Resolution" is first used in grade 4 and "Solution" is used in grade 2 R02-s2c1-p01 no clear definition of these two terms (5). IS THE RESOLUTION AND SOLUTION THE SAME?

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%) Unsure Exact Match Partial Match Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue - This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
18	Literary Text	Fiction	R4-L-C1-r	K-5	R1-S2C1-PO1 R3-S2C1-PO2 R4-S2C1-PO4 R2-S2C1-PO2 RK-S2C1-PO2 R2-S2C1-PO1 R3-S2C1-PO1 R5-S2C1-PO3 R3-S2C1-PO1 R5-S2C1-PO4 R4-S2C1-PO5 R4-S2C1-PO8 R5-S2C1-PO4 R1-S2C2-PO1 R2-S2C2-PO1 R3-S2C2-PO1 R5-S2C1-PO7 R4-S2C1-PO5 R4-S2C1-PO8 R5-S2C1-PO3 R5-S2C1-PO7 RK-S2C1-PO2 R2-S2C1-PO1 R1-S2C1-PO2 R4-S2C1-PO5 R4-S2C1-PO6 R4-S2C1-PO8 R5-S2C1-PO4 R1-S2C2-PO1 R2-S2C2-PO1 R3-S2C2-PO1	Characters traits are first mentioned in Grade 1. The word "characterization" is first mentioned in Grade 9. (2) This PO entails describing character's traits.

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19	Literary Text	Fiction	R4-L-C1-s	2-5	R2-S1C1-PO2 R5-S2C1-PO7 R4-S2C1-PO5	Dialogue is viewed as understanding the traits of a character.
21	Literary Text	Fiction	R4-L-C1-u	2-9	R4-S1C4-PO3 R4-S1C4-PO4 R5-S1C4-PO3 R5-S1C4-PO4 R2-S2C1-PO6 R2-S2C1-PO5 R2-S2C1-PO6 R5-S2C1-PO7 R5-S2C1-PO7 R5-S2C1-PO7 R4-S1C4-PO3 R4-S1C4-PO4 R5-S1C4-PO3 R5-S1C4-PO4	R06-S1C4-04, R09-S2C1-03. Missing metaphors that appear in 6th grade and symbolism appears in 9th grade. (5)
27	Literary Text	Literary Fiction	R4-L-C2-f	3-6	R3-S2C1-PO3 R3-S2C1-PO3 R1-S2C1-PO3 R3-S2C1-PO4	R6-S1C6-06 First time the word chronological appears, 6th grade (4 - Exact match). R6-S3C1-02 (3). Never uses the term chronology, chronological order is used in grade 6- AZ does not have a strand "Literary Nonfiction" so we are pulling from many strands
28	Literary Text	Literary Fiction	R4-L-C2-g	3-5	R5-S2C1-PO5 R5-S2C1-PO5 R5-S2C1-PO2 R3-S2C1-PO5 R3-S2C1-PO5	Point of view is an exact match in grade 5. In grades 3 &4 standard is to indentify the speaker or narrator (4).
29	Literary Text	Literary Fiction	R4-L-C2-h	4-5	R4-S2C1-PO1 R3-S1C1-PO2 R3-S1C1-PO2 R4-S2C1-PO1 R3-S1C1-PO2	This is a 5th gr. Standard. (1) Prepared in Gr. 4 though morals R4-S2C1-PO3 (1).
30	Literary Text	Literary Fiction	R4-L-C2-i	3-8	R3-S1C1-PO2 R3-S1C1-PO2	First shows in grade 3 and continues through 8th. This is done with the concept of expository text. R4-S3C1-PO1 (4).

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34	Literary Text	Literary Fiction	R4-L-C2-I	9	R2-S2C1-PO5 R2-S2C1-PO6 R5-S2C1-PO7	Author's use of literary elements is found in grade 9 (1). Limited application of word choice (for persuasion). Word choice is covered much more thoroughly in Writing Standards.
36	Literary Text	Literary Fiction	R4-L-C2-n	4-8	R5-S2C1-PO7	R8-S1C4-04 Exact match - Exaggeration is used as a form of persuasion in non-fiction (informational text), hyperbole (exaggeration) is used in 8th grade (2). [AZ is] limited to persuasion R4-S3C3-PO2 (4).
37	Literary Text	Literary Fiction	R4-L-C2-o	4-9	R4-S1C4-PO3 R5-S1C4-PO3 R5-S1C4-PO4 R2-S2C1-PO6 R2-S2C1-PO6 R5-S2C1-PO7 R4-S1C4-PO3 R5-S1C4-PO3 R5-S1C4-PO4 R5-S2C1-PO7	Partial match R4-S1C4-PO4 (5). Metaphor not listed until 6th grade R06-s1c4-P04 Symbolism not listed until 9th grade R09-s2c1-P02 (4).
44	Literary Text	Poetry	R4-L-C3-g	3-6	R3-S2C1-PO6 R4-S2C1-PO9 R5-S2C1-PO8 RK-S1C6-PO2	R6-S2C1-07 (5). In Gr. 3 they are asked to Id. Repetition, In 6th grade it is used as a structural element (2).
47	Literary Text	Poetry	R4-L-C3-j	3-5	R4-S2C1-PO9 R5-S2C1-PO8	Grade 4 focuses on structural elements of poetry without specifically mentioning line organization. Grade 3 talks about structural elements of different genres. (4).
49	Literary Text	Poetry	R4-L-C3-I	3-6	R4-S2C1-PO9 R3-S2C1-PO6 R1-S2C1-PO5 R1-S2C1-PO5 R5-S2C1-PO8 R1-S2C1-PO5	The term "rhyme scheme" is not found until grade 6 R6-S2C1-07 (rhyme scheme). Rhyme appears in grade 1, 3, and & 4. (4)

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%) Unsure Exact Match Partial Match Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue - This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
50	Literary Text	Poetry	R4-L-C3-m	1-6	R4-S2C1-PO9 R3-S2C1-PO6 R1-S2C1-PO5 R1-S2C1-PO5 R5-S2C1-PO8 R1-S2C1-PO5 R3-S1C5-PO2	R6-S2C1-07 (rhyme scheme)
56	Literary Text	Poetry	R4-L-C3-s	3-4	R3-S2C1-PO6 R4-S2C1-PO9 R5-S2C1-PO8 R2-S2C1-PO5 R2-S2C1-PO5 R4-S2C1-PO9	
57	Literary Text	Poetry	R4-L-C3-t	2-5	R4-S1C4-PO3 R4-S1C4-PO4 R5-S1C4-PO3 R5-S1C4-PO4 R2-S2C1-PO6 R2-S2C1-PO6 R4-S2C1-PO9 RK-S1C2-PO3 RK-S1C2-PO3 R4-S1C4-PO3 R4-S1C4-PO4 R5-S1C4-PO3 R5-S1C4-PO4	R6-S1c4-p04 related to poetry but 6th grade (3). At GR.6 it does not include alliteration or onomatopoeia (2).
58	Informational Text	Exposition	R4-I-C1-a	2-5	R2-S3C1-PO4 R3-S3C1-PO4 R4-S3C1-PO5 R5-S3C1-PO5 R2-S3C1-PO4 R3-S3C1-PO4 R4-S3C1-PO5 R5-S3C1-PO5	trade books first introduced in grade 2 and R4-S3C1-PO5 (4)

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%) Unsure Exact Match Partial Match Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue - This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
63	Informational Text	Exposition	R4-I-C1-f	2-4	R2-S3C1-PO4 R3-S3C1-PO4 R4-S3C1-PO5 R5-S3C1-PO5 R2-S3C1-PO4 R3-S3C1-PO4 R4-S3C1-PO5 R5-S3C1-PO5	Not specifically mentioned as "book review" but falls under the e.g. as similar genres R4-S3C1-PO5. (5)
65	Informational Text	Exposition	R4-I-C1-h	3-5	R4-S1C6-PO6 R5-S1C6-PO6 R5-S1C6-PO6 R4-S1C6-PO6 R1-S2C1-PO3 R3-S2C1-PO3 RK-S3C1-PO3 R3-S3C2-PO3	R06-S3c1-P02 (4), R06-s3c1-P08, R06-s3c1-P06, for exact matches. There are other standards that deal with sequence and chronology but not related to exposition (3). See Writing standards for earlier coverage.
66	Informational Text	Exposition	R4-I-C1-i	K-6	R4-S1C6-PO6 R4-S3C1-PO7 R5-S3C1-PO7 R3-S2C1-PO3 R5-S1C6-PO6 R2-S2C1-PO4 R3-S2C1-PO5 RK-S3C1-PO3 R4-S3C1-PO3 R4-S3C1-PO7 R5-S3C1-PO7	R06-s3c1-P08 for an exact match (2).
67	Informational Text	Exposition	R4-I-C1-j	4-6	R4-S3C1-PO3 R3-S2C1-PO5 R5-S3C1-PO3 R1-S2C1-PO4 RK-S3C1-PO3 R5-S3C1-PO3	R06-S4C1-08 FOR EXACT MATCH (2). The 4th grade PO's look at determining the problem and solution R4-S2C1-PO1 & R4-S2C1-PO2, but is focused to identifying them in a plot not in expository text (5).

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
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					Partial Match	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
76	Informational Text	Exposition	R4-I-C1-s	4	R1-S3C1-PO3	"sidebars" not specifically listed but matches other features in the e.g. R4-S3C1-PO6 (5).
					R2-S3C1-PO3	
					R4-S3C1-PO4	
					R5-S3C1-PO4	
					R3-S3C1-PO3	
					R2-S3C1-PO5	
					R3-S3C1-PO5	
					R2-S3C1-PO3	
					R3-S3C1-PO3	
82	Informational Text	Exposition	R4-I-C1-y	_	R4-S1C4-PO4	There is not an AZ standard that encompasses all of these figurative language. Is addressed in the reading process and literary strands but at a very surface level, not the depth of the NAEP (5).
					R5-S1C4-PO3	
					R5-S1C4-PO4	
					R4-S1C4-PO3	
					R2-S2C1-PO6	
88	Informational Text	Argumentation & Persuasive Text	R4-I-C2-f	_	R4-S1C6-PO6	Sequence is available in the AZ standards but not related to persuasive (5).
					R5-S1C6-PO6	
					R5-S1C6-PO6	
89	Informational Text	Argumentation & Persuasive Text	R4-I-C2-g	_	R4-S1C6-PO6	PERSUASIVE TEXT AND CAUSE AND EFFECT NOT MENTIONED TOGETHER IN AZ STANDARDS (5).
					R5-S1C6-PO6	
					R5-S1C6-PO6	
					R4-S3C1-PO7	
					R5-S3C1-PO7	
					R4-S2C1-PO6	
106	Informational Text	Argumentation & Persuasive Text	R4-I-C2-x	3-5	R3-S3C3-PO2	Persuasive vocabulary may be used to convey the writers voice, the term "voice" is not specifically stated (3)
					R4-S3C3-PO2	
					R5-S3C3-PO2	
					R3-S3C3-PO2	
					R5-S3C3-PO2	
					R4-S3C3-PO2	
					R3-S2C1-PO5	
					R3-S3C3-PO2	
					R4-S3C3-PO2	
					R5-S3C3-PO2	

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					Partial Match	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
107	Informational Text	Argumentation & Persuasive Text	R4-I-C2-y	3-5	R3-S3C3-PO2	There is not a PO that covers all of these. Exaggeration is in 4th and repetition is in 5th, the others are not included in the AZ standards. See Writing Standards (5).
					R4-S3C3-PO2	
					R5-S3C3-PO2	
					R5-S3C3-PO3	
					R2-S2C1-PO6	
					R5-S3C3-PO1	
					R5-S3C3-PO3	
					R3-S3C3-PO2	
					R4-S3C3-PO2	
					R5-S3C3-PO2	
					R2-S2C1-PO6	
					R3-S3C3-PO2	
					R4-S3C3-PO2	
					R5-S3C3-PO2	
111	Informational Text	Procedural Texts & Documents	R4-I-C3-d	2-5	R2-S3C2-PO3	not specifically listed as "graphs" but falls under the e.g. of graphic features (1) (1).
					R2-S3C2-PO3	
					R5-S3C1-PO6	
					R4-S3C1-PO6	
					R4-S3C2-PO1	
					R5-S3C2-PO1	
					R4-S1C6-PO4	
					R5-S1C6-PO4	
112	Informational Text	Procedural Texts & Documents	R4-I-C3-e	2-5	R4-S3C1-PO6	This feature is included in the expository text (concept 1) (1)
					R5-S3C1-PO6	
					R2-S3C2-PO3	
					R3-S3C1-PO5	
					R2-S3C1-PO5	
					R4-S3C2-PO1	
					R4-S1C6-PO4	
					R5-S1C6-PO4	
					R5-S3C2-PO1	

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)		Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
					Unsure		Red - This NAEP objective is missing in Arizona Standard
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					Partial Match		Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage		Yellow - Very weak coverage of NAEP objective in Arizona Standard
115	Informational Text	Procedural Texts & Documents	R4-I-C3-I	6		R5-S3C3-PO1	R4-S3C1-PO4 (4). R06-S3C2-02 exact match (2). Headings are an e.g. COVERED IN EXPOSITORY (1)
						R2-S3C2-PO3	
						R5-S3C1-PO4	
						R3-S3C1-PO3	
						R2-S3C1-PO3	
						R1-S3C1-PO3	
						R4-S1C6-PO4	
						R5-S1C6-PO4	

End of Table 2

Table 3

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
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					Partial Match	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
11	Literary Text	Fiction	R4-L-C1-k	4-5	R4-S2C1-PO3 R5-S2C1-PO2	First mentioned in 4th grade. It is also found ing 5th grade as well. R04-s2c1-p03 and R05-s2c1-p02 are very similar.
14	Literary Text	Fiction	R4-L-C1-n	1-5	R4-S2C1-PO1 R2-S2C1-PO1 R5-S2C1-PO1 R5-S2C1-PO1 R1-S2C2-PO1 R2-S2C2-PO1 R3-S2C2-PO1 R2-S2C1-PO1 R1-S2C2-PO1 R2-S2C2-PO1 R3-S2C2-PO1	Exact match with R4-S2C1-PO1 & R4-S2C1-PO2 (5).
17	Literary Text	Fiction	R4-L-C1-q	4	R5-S2C1-PO6 R4-S2C1-PO7 R3-S2C1-PO1 R3-S2C1-PO1 R4-S2C1-PO8 R4-S2C1-PO8 R4-S2C1-PO8	Setting is introduced in Kindergarten and increases in complexity to include "all aspects" in grade 4. (5).
23	Literary Text	Literary Fiction	R4-L-C2-b	4	R4-S2C1-PO10 R4-S2C1-PO10 R4-S2C2-PO1 R5-S2C2-PO1	Exact Match R4-S2C1-10 (5)
25	Literary Text	Literary Fiction	R4-L-C2-d	4	R2-S2C1-PO4 R4-S1C6-PO6 R5-S1C6-PO6 R3-S2C1-PO4 R3-S2C1-PO4 R4-S1C6-PO6 R5-S1C6-PO6 R4-S3C1-PO7	R4-S1C6-PO6 and R4-S3C1-PO7 Both require the use of cause and effect (1)

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
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					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
26	Literary Text	Literary Fiction	R4-L-C2-e	3-4	R3-S2C1-PO4	Uses comparison of characters, events, and settings in a literary selection. This could be a match depending on NAEP's "comparison"
					R3-S2C1-PO1	
32	Literary Text	Literary Fiction	R4-L-C2-j	3-5	R3-S1C1-PO6	Grade 4 - refers to drawing conclusions. Gr 3-refers to relevant connections (4).
					R5-S1C6-PO5	
					R3-S2C1-PO4	
					R3-S2C1-PO2	
					R4-S3C1-PO8	
					R5-S3C1-PO8	
42	Literary Text	Poetry	R4-L-C3-e	4	R4-S2C1-PO9	R4-S2C1-PO9 Exact match (4).
					R5-S2C1-PO8	
48	Literary Text	Poetry	R4-L-C3-k	K-4	RK-S2C1-PO1	NAEP uses the term "pattern," AZ standards use the term "meter" (5) R4-S2C1-PO9 (4).
					R4-S2C1-PO9	
					R5-S2C1-PO8	
					RK-S2C1-PO1	
59	Informational Text	Exposition	R4-I-C1-b	2-4	R2-S3C1-PO4	Textbooks are first introduced in grade R02-S3C1-04 (2).
					R3-S3C1-PO4	
					R4-S3C1-PO5	
					R5-S3C1-PO5	
					R2-S3C1-PO4	
					R3-S3C1-PO4	
					R4-S3C1-PO5	
					R5-S3C1-PO5	
60	Informational Text	Exposition	R4-I-C1-c	2-4	R2-S3C1-PO4	does not specifically mention the term "news article" but it falls under the e.g. as similar "periodical" (5).
					R3-S3C1-PO4	
					R4-S3C1-PO5	
					R5-S3C1-PO5	
					R2-S3C1-PO4	
					R3-S3C1-PO4	
					R4-S3C1-PO5	
					R5-S3C1-PO5	

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61	Informational Text	Exposition	R4-I-C1-d	2-4	R4-S3C1-PO5 R2-S3C1-PO4 R3-S3C1-PO4 R5-S3C1-PO5 R2-S3C1-PO4 R3-S3C1-PO4 R4-S3C1-PO5 R5-S3C1-PO5	Not specifically mentioned as "feature article" but falls under the e.g. as similar "periodical". (5)
62	Informational Text	Exposition	R4-I-C1-e	2-4	R2-S3C1-PO4 R3-S3C1-PO4 R4-S3C1-PO5 R5-S3C1-PO5 R4-S3C1-PO5 R5-S3C1-PO5 R4-S3C1-PO5 R5-S3C1-PO5 R2-S3C1-PO4 R3-S3C1-PO4	Encyclopedia are first introduced in grade R02-S3C1-04
70	Informational Text	Exposition	R4-I-C1-m	2-4	R1-S3C1-PO1 R2-S3C1-PO1 R3-S3C1-PO1 R4-S3C1-PO1 R5-S3C1-PO1 R2-S3C1-PO2 R3-S1C1-PO2 R3-S1C1-PO2 RK-S3C1-PO1 R4-S3C1-PO3 R5-S3C1-PO3 RK-S3C1-PO3 R4-S1C6-PO1 R5-S1C6-PO1 R3-S3C1-PO2 RK-S3C1-PO2	main idea is first mentioned in 2nd grade (4) R4-S3C1-PO1 (5)

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71	Informational Text	Exposition	R4-I-C1-n	4	R3-S3C1-PO1 R2-S3C1-PO2 R4-S3C1-PO1 R5-S3C1-PO1 R3-S1C1-PO2 R3-S1C1-PO2 R1-S3C1-PO2 R3-S1C1-PO2 RK-S3C1-PO3 R1-S3C1-PO2 R3-S3C1-PO2 R4-S3C1-PO8 R5-S3C1-PO2 R5-S3C1-PO8 R3-S3C1-PO2 RK-S3C1-PO2	supporting ideas first mentioned in 3rd grade (4). R4-S3C1-PO1 (5)
72	Informational Text	Exposition	R4-I-C1-o	4	R1-S3C1-PO3 R2-S3C1-PO3 R3-S3C1-PO3 R4-S3C1-PO4 R5-S3C1-PO4 R1-S1C1-PO4 R3-S3C1-PO3 R5-S1C6-PO1 RK-S1C6-PO1 R1-S1C1-PO4 R4-S1C6-PO1 R3-S3C1-PO2 R1-S3C1-PO3 R2-S3C1-PO3 R4-S3C1-PO4 R5-S3C1-PO4 RK-S1C1-PO4	"title" not specifically listed but falls under e.g. R4-S3C1-PO4 (5)

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73	Informational Text	Exposition	R4-I-C1-p	4	R1-S3C1-PO3 R2-S3C1-PO3 R3-S3C1-PO3 R4-S3C1-PO4 R5-S3C1-PO4 R3-S3C1-PO3 R4-S3C1-PO4 R5-S3C1-PO4 R5-S1C6-PO1 R1-S3C1-PO3 R2-S3C1-PO3	"subheading" not specifically listed but heading is listed as an e.g. R4-S3C1-PO4 (5)
74	Informational Text	Exposition	R4-I-C1-q	4	R1-S3C1-PO3 R2-S3C1-PO3 R3-S3C1-PO3 R4-S3C1-PO4 R5-S3C1-PO4 R3-S3C1-PO6 R4-S3C1-PO4 R5-S3C1-PO4	"italics" is listed R4-S3C1-PO4 (5).
75	Informational Text	Exposition	R4-I-C1-r	4	R1-S3C1-PO3 R2-S3C1-PO3 R4-S3C1-PO4 R5-S3C1-PO4 R3-S3C1-PO3 R3-S3C1-PO3 R2-S3C1-PO3 R4-S3C1-PO4 R5-S3C1-PO4 RK-S3C2-PO2	"captions" is listed R4-S3C1-PO4 (5).

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77	Informational Text	Exposition	R4-I-C1-t	4	R2-S3C1-PO5 R3-S3C1-PO5 R4-S3C1-PO6 R5-S3C1-PO6 RK-S1C6-PO1 R5-S1C6-PO1 R1-S3C1-PO3 R3-S3C1-PO3 R4-S3C1-PO4 R5-S3C1-PO4	"photos and illustrations" not specifically listed in the e.g. but matches other similar features
78	Informational Text	Exposition	R4-I-C1-u	4	R2-S3C1-PO5 R3-S3C1-PO5 R4-S3C1-PO6 R5-S3C1-PO6 R2-S3C1-PO3 R4-S3C1-PO4 R5-S3C1-PO4 R1-S3C1-PO3 R3-S3C1-PO3 R3-S3C2-PO4 R3-S1C6-PO5 R4-S1C6-PO4 R5-S1C6-PO4 R3-S1C6-PO5 R4-S1C6-PO4 R5-S1C6-PO4	charts and tables are mentioned in the e.g.
92	Informational Text	Argumentation & Persuasive Text	R4-I-C2-j	_	R4-S3C3-PO1 R5-S3C3-PO1 R1-S3C1-PO3 R4-S2C1-PO6 R3-S3C3-PO1	Exact match R4-S3C3-PO1 (5).
93	Informational Text	Argumentation & Persuasive Text	R4-I-C2-k	4	R5-S1C4-PO4 R4-S1C6-PO1 R5-S1C6-PO1	The topic/central idea in a persuasive piece is the authors position. R4-S3C3-PO1 (5)

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					Partial Match	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
108	Informational Text	Procedural Texts & Documents	R4-I-C3-a	3-5	RK-S3C2-PO1	R4-S3C2-PO1-deals with locating information & R4-S3C2-PO2-deals with interpreting details for a purpose (1)
					R2-S3C2-PO1	
					R3-S3C2-PO1	
					R1-S3C2-PO1	
					R2-S3C2-PO1	
					R3-S3C2-PO1	
					R1-S3C2-PO1	
					R3-S3C2-PO2	
					R5-S3C1-PO6	
					R4-S3C1-PO6	
					R3-S3C2-PO3	
					RK-S3C2-PO1	
					R4-S3C2-PO1	
					R4-S3C2-PO2	
					R5-S3C2-PO1	
					R5-S3C2-PO2	
109	Informational Text	Procedural Texts & Documents	R4-I-C3-b	2-5	R4-S3C1-PO6	In grade 2 concept 1 with "locate specific information" from maps and turns to "interpret information" in maps in grades 3,4,5. Grade 2 Concept 2 "meaning" and "interpret information" in grade3. (4)
					R5-S3C1-PO6	
					R3-S3C2-PO4	
					R2-S3C1-PO5	
					R3-S3C1-PO5	
					R2-S3C2-PO3	
					R2-S3C2-PO3	
					R3-S3C2-PO4	
					R3-S3C2-PO4	
					R4-S3C2-PO1	
					R5-S3C2-PO1	
110	Informational Text	Procedural Texts & Documents	R4-I-C3-c	4	R4-S3C1-PO6	This feature is included in the expository text (concept 1) (1). R4-S3C1-PO6 (5).
					R5-S3C1-PO6	
					R3-S3C1-PO5	
					R4-S1C6-PO4	
					R4-S3C2-PO1	
					R5-S3C2-PO1	

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Rater Agreement (0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
					Unsure	Red - This NAEP objective is missing in Arizona Standard
					Exact Match	Blue - This NAEP objective is completely covered in Arizona Standard
					Partial Match	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
113	Informational Text	Procedural Texts & Documents	R4-I-C3-f	2-5	RK-S3C2-PO1 R2-S1C2-PO3 R5-S3C1-PO6 R4-S3C1-PO6 R3-S1C6-PO5 R4-S1C6-PO4 R5-S1C6-PO4 R2-S3C2-PO3 R4-S3C2-PO1 R5-S3C2-PO1	This feature is included in the expository text (concept 1) (1). R4-S3C1-PO6 (5).
115	Informational Text	Procedural Texts & Documents	R4-I-C3-h	1-5	R5-S3C2-PO2 R3-S3C2-PO2 RK-S3C2-PO1 R4-S3C2-PO2 R4-S3C2-PO2 R5-S3C2-PO2 R3-S3C2-PO1 R2-S3C2-PO1 R1-S3C2-PO1 R1-S3C2-PO1 R1-S3C2-PO2 R2-S3C2-PO1 R3-S3C2-PO1 R5-S3C2-PO2 R4-S3C2-PO2	Exact match R4-S3C2-PO2 (5).

End of Table 3

Table 4

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under the Percentage of Rater Agreement (Rater Agreement: 0% 20% 40% 60% 80% 100%)	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
					Unsure	Red - This NAEP objective is missing in Arizona Standard
					Completely Included	Blue = This NAEP objective is completely covered in Arizona Standard
					Partially Included	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
8	Literary Text	Fiction	R8-L-C1-h	9	R5-S1C4-PO3	Not in AZ standards until 9th grade (5)
					R6-S1C4-PO4	
					R7-S1C4-PO4	
					R8-S1C4-PO4	
					R5-S2C1-PO7	
					R6-S1C4-PO4	
					R5-S1C4-PO4	
					R6-S2C1-PO6	
					R7-S2C1-PO6	
					R8-S2C1-PO6	
					R7-S2C2-PO1	
9	Literary Text	Fiction	R8-L-C1-i	11	R5-S2C1-PO7	NOT TAUGHT UNTIL 11TH GRADE; NOT IN GLOSSARY (5)
					R6-S2C1-PO6	
					R7-S2C1-PO6	
10	Literary Text	Fiction	R8-L-C1-j	11	R5-S2C1-PO7	Not taught until 11th grade. Indicate grade level first taught in glossary (5)
					R6-S2C1-PO6	
					R7-S2C1-PO6	
					R8-S2C1-PO6	
12	Literary Text	Literary Non-Fiction	R8-L-C2-a	_	R5-S2C1-PO3	AZ STANDARDS DO NOT ADDRESS LITERARY NON-FICTION (5)
					R5-S2C1-PO4	
					R6-S2C1-PO3	
					R7-S2C1-PO3	
					R8-S2C1-PO3	
13	Literary Text	Literary Non-Fiction	R8-L-C2-b	_		Memoirs are written in grade 8 but are not taught in reading. Not stated in standards - students may write one but not read one (5).
14	Literary Text	Literary Non-Fiction	R8-L-C2-c	_		ADDRESSED IN STATE WRITING STANDARDS BUT NOT FOR STATE READING STANDARDS (5).
15	Literary Text	Literary Non-Fiction	R8-L-C2-d	_	R5-S1C6-PO6	ADDRESSED IN STATE WRITING STANDARDS BUT NOT FOR STATE READING STANDARDS (5).
					R7-S1C6-PO7	
					R6-S2C1-PO6	
					R7-S2C1-PO6	

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Percentage of Rater Agreement Rater Agreement 0% 20% 40% 60% 80% 100% Unsure Completely Included Partially Included Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue = This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
16	Literary Text	Literary Non-Fiction	R8-L-C2-e	_	R8-S2C1-PO5	AZ Standard refers to analysis of setting relevance. Seems to not have been introduced in earlier grade levels nor included in future grade levels (5). Should be included earlier (4).
					R6-S2C1-PO6	
					R7-S2C1-PO6	
					R8-S2C1-PO6	
17	Literary Text	Literary Non-Fiction	R8-L-C2-f	9	R5-S1C4-PO3	R4-S2C1-PO9 - partial match; APPLIES TO POETRY, NOT LITERARY NON-FICTION AS IN NAEP (4). NOT INTRODUCED UNTIL 9TH GRADE - R9-S2C1-PO2 (1). THERE IS NO DISTINCTION IN OUR STANDARDS OF LITERARY ELEMENTS BETWEEN FICTION & NON-FICTION - NAEP DOES (3).
					R5-S1C4-PO4	
					R6-S1C4-PO4	
					R7-S1C4-PO4	
					R8-S1C4-PO4	
					R6-S2C1-PO6	
					R7-S2C1-PO6	
					R8-S2C1-PO6	
19	Literary Text	Literary Non-Fiction	R8-L-C2-h	11	R6-S2C1-PO6	NOT TAUGHT UNTIL 11TH GRADE - R11-S2-C1-PO4 (5).
					R7-S2C1-PO6	
					R8-S2C1-PO6	
20	Literary Text	Poetry	R8-L-C3-a	_	R5-S2C1-PO8	MENTIONS MANY POETIC FORMS BUT NOT "ODE" in AZ STANDARDS (5).
					R12-S1C4-PO2	
21	Literary Text	Poetry	R8-L-C3-b	_	R5-S2C1-PO8	NAEP SAYS "SONG (INCLUDING BALLAD)"; AZ STANDARDS SAYS "BALLAD" - MORE RESTRICTIVE THAN NAEP. NAEP explanation of odes, songs, and epics are
					R12-S1C4-PO2	
26	Literary Text	Poetry	R8-L-C3-g	9	R5-S1C4-PO3	R9-S2C1-PO2 + R10-S2C1-PO2 (HAS WORDS PERSONIFICATION & SYMBOLISM; DOESN'T HAVE FOR 8TH GRADE). Personification and figurative language in AZ Standards at 5th-7th. Symbolism in AZ Standards beginning in Grade 9 (3).
					R5-S1C4-PO4	
					R10-S1C4-PO4	
					R11-S1C4-PO2	
					R5-S1C4-PO4	
					R6-S2C1-PO7	
					R6-S1C4-PO4	
					R7-S1C4-PO4	
					R8-S1C4-PO4	
					R6-S2C1-PO6	
					R7-S2C1-PO6	
					R7-S2C1-PO7	
					R8-S2C1-PO6	
					R8-S2C1-PO7	

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Percentage of Rater Agreement Rater Agreement 0% 20% 40% 60% 80% 100% Unsure Completely Included Partially Included Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue = This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
28	Informational Text	Exposition	R8-I-C1-b	_		AZ Standards for an informational text: identify, analyze, and apply knowledge . . .mention of an informational essay is not specifically stated. AZ Standards for persuasive text: explain basic elements of argument in text ... mention of persuasive essay
29	Informational Text	Exposition	R8-I-C1-c	_		ALL PO'S IN STRAND 2 CONCEPT 1 IN GRADES 4-8 COULD APPLY TO READING RESEARCH REPORTS; ALL PO'S IN STRAND 1 CONCEPT 6 IN GRADES 4-8 COULD APPLY TO READING RESEARCH REPORTS (1). ALL PO'S IN STRAND THREE COULD BE USED FOR READING RESEARCH; OUR PO'S SAY -
30	Informational Text	Exposition	R8-I-C1-d	11		NOT INTRODUCED UNTO 11TH GRADE - R11-S2C1-PO4 (5).
31	Informational Text	Exposition	R8-I-C1-e	_		NOT FOUND IN AZ STANDARDS (5).
32	Informational Text	Argumentation & Persuasive	R8-I-C2-a	_		NAEP framework asks for letter to the editor; AZ standards, discuss informational text meant to persuade in strand 3, but never identifies it as a letter to the editor. AZ standards don't identify "letter to the editor" as a genre of informational text.
33	Informational Text	Argumentation & Persuasive	R8-I-C2-b	_		ESSAYS ARE NOT TAUGHT AT THIS LEVEL IN THE STANDARDS; GRADES 4-8 S3C3 PO 1,2,3 STUDENTS DO WORK WITH PERSUASIVE TEXT; THE WORD "ESSAY" IS NOT IN OUR GLOSSARY (4). Not in AZ Standards (1).
34	Informational Text	Argumentation & Persuasive	R8-I-C2-c	_		not part of AZ standards; it is intended in strand 3, but the language of the standards do not match, one has to make a huge inference from the AZ standards to align with the NAEP standards. (4).
35	Informational Text	Argumentation & Persuasive Text	R8-I-C2-d	9		SAVE PARTIAL MATCH AS R8-1-C2-B. EDITORIALS NOT REFERENCED IN AZ STANDARDS UNTIL 9TH GRADE - R9-S3C1-PO2 (3). Some people may think that the Strand 3 standards are aligned with this NAEP because of Strand 3's focus on skills of understanding persuasion.
36	Informational Text	Argumentation &	R8-I-C2-e	11		NOT INTRODUCED UNTIL 11TH GRADE - R11-S2C1-PO4 (5).
37	Informational Text	Argumentation &	R8-I-C2-f	_		NOT FOUND IN AZ STANDARDS (5).
38	Informational Text	Argumentation & Persuasive Text	R8-I-C2-g	_	R5-S1C4-PO3 R5-S1C4-PO4 R7-S1C4-PO4 R8-S1C4-PO4	the intention of this standard is to describe expository rhetorical structures. There is no Arizona standard that addresses this standard. There are Pos in AZ that address figurative language and they have been identified in other items (3).

End of Table 4

Table 5

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under the NAEP Objective Percentage of Rater Agreement Rater Agreement 0% 20% 40% 60% 80% 100% Unsure Completely Included Partially Included Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue = This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
18	Literary Text	Literary Non-Fiction	R8-L-C2-g	6-12	R9-S1C4-PO5 R9-S1C5-PO1 R10-S1C4-PO4 R5-S1C4-PO3 R10-S1C4-PO3 R6-S1C4-PO4 R7-S1C4-PO4 R8-S1C4-PO4 R9-S1C4-PO4 R10-S1C4-PO2 R11-S1C4-PO2 R12-S1C4-PO2 R6-S2C1-PO6 R7-S2C1-PO6 R8-S2C1-PO6	R6-S2C1-PO7 & R7-S2C1-PO7 - BROADER THAN METAPHOR "FIGURATIVE LANGUAGE" IN AZ STANDARDS; APPLIES TO POETRY; DEFINED IN NAEP AS LITERARY NON-FICTION. Primarily found in Reading Process Strand One, Concept 4 Vocabulary of AZ Standards, and in Strand Two Literary Text. NAEP metaphoric language located in literary nonfiction (4).
22	Literary Text	Poetry	R8-L-C3-c	5-8	R5-S2C1-PO8 R8-S2C1-PO7 R12-S1C4-PO2 R8-S2C1-PO7	in As standards, both epic and ballad are mentioned in one standard. Is it's own category in NAEP. NAEP seems to be a broader construct than AZ (5).

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under the NAEP Objective Percentage of Rater Agreement Rater Agreement 0% 20% 40% 60% 80% 100% Unsure Completely Included Partially Included Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives **Red - This NAEP objective is missing in Arizona Standard** **Blue = This NAEP objective is completely covered in Arizona Standard** **Lt. Blue- This NAEP objective is partially covered in Arizona Standard** **Yellow - Very weak coverage of NAEP objective in Arizona Standard**
23	Literary Text	Poetry	R8-L-C3-d	5-8	R7-S2C1-PO2	NAEP REFERS TO "ABSTRACT THEME"; AZ STANDARDS ONLY REFERS TO "THEME" - NOT A SPECIFIC TYPE OF THEME AS IN NAEP (4),
					R8-S2C1-PO2	
					R5-S2C1-PO2	
					R5-S2C1-PO5	
					R6-S2C1-PO2	
					R6-S2C1-PO4	
					R7-S2C1-PO4	
					R7-S2C1-PO7	
					R8-S2C1-PO4	
					R12-S1C4-PO2	
					R5-S2C1-PO2	
					R6-S2C1-PO7	
					R7-S2C1-PO2	
					R7-S2C1-PO7	
					R8-S2C1-PO2	
					R8-S2C1-PO7	
24	Literary Text	Poetry	R8-L-C3-e	6-8	R6-S2C1-PO7	R4-S2C1-PO9 (4). NAEP Matrix lists rhythm patterns, AZ Standards lists rhythm without the word patterns. Teaching of fluency would involve discussion of rhythm as in AZ Standard S1c5 (5).
					R7-S2C1-PO7	
					R6-S2C1-PO7	
					R7-S2C1-PO7	
					R8-S2C1-PO7	
25	Literary Text	Poetry	R8-L-C3-f	5-8	R8-S2C1-PO4	NAEP Concept 3 pertains to poetry specifically. AZ state standards refer to "in a literacy text/selection" R5-S2C1-PO5, R6-S2C1-PO4 are perfect match (3).
					R7-S2C1-PO4	
					R5-S2C1-PO5	
					R7-S2C1-PO4	
					R7-S2C1-PO5	
					R8-S2C1-PO4	
					R8-S2C1-PO5	

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under the NAEP Objective Percentage of Rater Agreement Rater Agreement 0% 20% 40% 60% 80% 100% Unsure Completely Included Partially Included Weak coverage	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives Red - This NAEP objective is missing in Arizona Standard Blue = This NAEP objective is completely covered in Arizona Standard Lt. Blue- This NAEP objective is partially covered in Arizona Standard Yellow - Very weak coverage of NAEP objective in Arizona Standard
27	Informational Text	Exposition	R8-I-C1-a	7-8	R8-S3C1-PO7 R7-S3C1-PO7	R7-S3C1-PO7 & R8-S3C1-PO7 (THIS IS ONLY IDENTIFYING PRIMARY AND SECONDARY; NOT COMPREHENDED FROM AN HISTORIAN DOCUMENT; HISTORICAL DOCUMENT IS NON-FICTION). AZ Standards include comprehension of historical and cultural aspects of literature.
39	Informational Text	Argumentation & Persuasive Text	R8-I-C3-a	5	R5-S3C2-PO1 R5-S3C1-PO6	AZ strand 3 is functional text and would align with this NAEP standard. Again, however, NAEP focuses on the text & AZ focuses on the skill. (1) Recommend continuance into grades 6, 7, and 8 (1). NOT TAUGHT AGAIN AFTER 5TH GRADE (1). NOT SPECIFIC ENOUGH
40	Informational Text	Argumentation & Persuasive Text	R8-I-C3-b	5	R5-S3C2-PO1 R5-S3C1-PO6	R4-S3C2-01 - EXACT MATCH (3). R4-S3C2-02 - PARTIAL MATCH (3). NAEP asks to read a schedule/AZ asks students to locate specific information from functional text. (3).

End of Table 5

Table 6

	Strand	Concept	NAEP Code	AZ Grade Span	Inclusion of AZ POs under Percentage of Rater Agreement	Exact, Partial, Weak, and No Matches between the NAEP Reading Framework Objectives and the Arizona Reading Standard Performance Objectives
					Rater Agreement 0% 20% 40% 60% 80% 100%	
					Unsure	Red - This NAEP objective is missing in Arizona Standard
					Completely Included	Blue = This NAEP objective is completely covered in Arizona Standard
					Partially Included	Lt. Blue- This NAEP objective is partially covered in Arizona Standard
					Weak coverage	Yellow - Very weak coverage of NAEP objective in Arizona Standard
11	Literary Text	Fiction	R8-L-C1-k	5-8	R6-S1C4-PO4	This is teaching literary elements as vocabulary NOT as elements of literature. Very confusing as an expression of curriculum. Grade 9 has personification embedded in S2C1PO2. Consider embedding all of Strand 1 into Strand 2 to assure concepts not taught in
					R7-S1C4-PO4	
					R8-S1C4-PO4	
					R5-S2C1-PO7	
					R6-S1C4-PO4	
					R5-S1C4-PO4	
					R6-S2C1-PO6	
					R7-S2C1-PO6	
					R8-S2C1-PO6	
					R5-S1C4-PO3	

References

Murphy, K. R., DeShon, R. (2000). Interrater correlations do not estimate the reliability of job performance ratings. *Personnel Psychology, 53, 873-900.*

Tziner, A., Murphy, K., Cleveland, J., Beaudin, G., Marchand, S. (1998) Impact of rater beliefs regarding performance appraisal and its organizational contexts on appraisal quality. *Journal of Business and Psychology, 12, 457-467.*

Appendix A

List of Committee Members

Elementary Group

Ms. Lyndsey Heizer

Ms. LaRae Kendrick

Ms. Sharon Marine

Ms. Heather Preston

Dr. JoAnn Cleland

Intermediate Group

Ms. Cathy Amanti

Ms. Melody Highlen

Ms. Kathie Josephs

Mr. David Vasquez

Dr. Patricia Anders

Appendix B

Agenda

The 2009 NAEP Reading Framework and the current Arizona Reading Standard Alignment Study

February 25-27, 2008

Purpose

The purpose of this study is to compare the 2009 NAEP Reading Framework objectives, grades 4 and 8, to the Arizona Reading Standard performance objectives across grades 1 through 8.

Goal

The goal of this study is to report the results of full, partial, or no alignment between the current Arizona Reading Standard and the 2009 NAEP Reading Framework to the Arizona Reading Standard Revision Committee.

Thank you for your participation in this process.

Agenda

Monday, February 25

8:00 am	Registration and Continental Breakfast
8:30 am	Introductions and Welcome
	Carrie L. Giovannone, Arizona NAEP Coordinator, Standards & Assessment Division, ADE
	Marilee Beach, Coordinator of AIMS Support Materials, Standards & Assessment Division, ADE
	Linda Edgington, ADE Program Specialist, Standards & Assessment Division, ADE
	Nikki Hamilton, NAEP Administrative Assistant, Standards & Assessment Division, ADE
8:45 am	Travel/Accommodations
9:00 am	NAEP Presentation – What is NAEP? How do Arizona students measure up?
9:30 am	Training and Interrater Agreement Assessment
10:00 am	Break
10:15 am	Q&A/Workshop Sessions
12:00 pm	Lunch

1:00 pm	Workshop Sessions – Alignment Worksheet #1
2:45 pm	Break
3:00 pm	Workshop Sessions – Alignment Worksheet #1 (*continued*)
4:30 pm	Adjourn for the evening

Enjoy the city!

Tuesday, February 26

7:30 am	Continental Breakfast
8:30 am	Workshop Sessions
10:00 am	Break
11:00 am	Workshop Sessions
12:00 pm	Lunch
1:00 pm	Workshop Sessions
2:45 pm	Break
3:00 pm	Workshop Sessions
4:30 pm	Adjourn for the evening

Enjoy the city!

Wednesday, February 27

7:30 am	Continental Breakfast
8:30 am	Workshop Sessions
10:00 am	Break
11:00 am	Workshop Sessions
12:00 pm	Lunch
1:00 pm	Workshop Sessions
2:45 pm	Break
3:00 pm	Workshop Sessions
4:15 pm	Evaluations
4:30 pm	Adjourn for the evening

Thank you for your time and commitment to this project!

Appendix C

Interrater Agreement

In determining interrater agreement when it involves subjective ratings, disagreement is expected. We were looking for a certain amount of agreement among raters from each group; however, the large amount of rating options for each NAEP objective made it very difficult to address reliability statistically. In addition, rater effects (e.g., all raters teach the standards in their classrooms, some raters helped to establish the Arizona standards, etc.) may contribute to interrater correlations. We found that the complex set of factors, along with rater effects, was going to influence the correlations among ratings. These correlations are not necessarily seen as a negative issue in this context. The research shows that raters who share similar attitudes toward the task at hand and the method used are more likely to assign similar ratings than raters whose attitudes differ. All of the raters come from similar backgrounds in their teaching professions for the state of Arizona and showed a determination to accurately assess the NAEP/Arizona performance objectives through their body language, attitude toward the cause, initial questions about the process, and comments made during group discussions (Murphy, & DeShon, 2000; Tziner, Murphy, Cleveland, Beaudin, & Marchand, 1998).

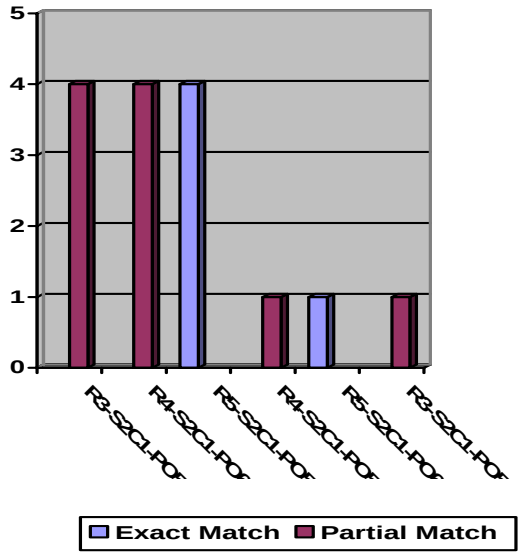
We chose three NAEP objectives (per group) for our raters to score and then asked them to proceed with a discussion of the justifications for their ratings. The raters could choose any of the Arizona objectives to place in the "Exact Match," "Partial Match," or "Unsure" columns of the NAEP objectives. There were no constraints as to how many objectives were allowed to be placed in any column and there was an additional column available for their comments. The raters also had the option of marking "no match" on the form. We gave the groups 20 minutes to work on the three NAEP objectives we selected for this session. We observed and took notes of the discussions among the raters as to why one rater scored an objective a certain way as opposed to another. If the discussion regarding a disagreement in ratings was well received from the group then we determined this to be an indication of an "agreement to disagree."

Elementary Group

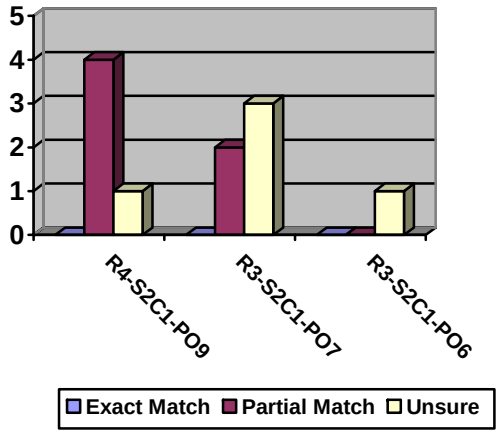
The elementary group (5 raters) had 230 Arizona objectives to choose from, as well as the option to mark "No Match." After reviewing their forms and our notes from their group discussions we found 93% consistency among their group. We consider this to be sufficient after reviewing the actual responses. We found that many of the raters entered the same Arizona performance objectives for a particular NAEP objective just in different columns (e.g., in the "Partial" column as opposed to the "Exact" column). During the discussion that followed this task, many raters stated that the NAEP objectives are broader than the Arizona performance objectives. The following charts and tables indicate their ratings:

Interrater Agreement Table - Grade 4						
	Exact match	Partial Match	Unsure	No Match		Complete Agreement
R4-L-C2-g	5	5	0	0	5 of 5	100%
R4-L-C3-j	0	4	3	0	4 of 5	80%
R4-I-C3-b	5	1	2	0	5 of 5	100%
					Average	**93%**

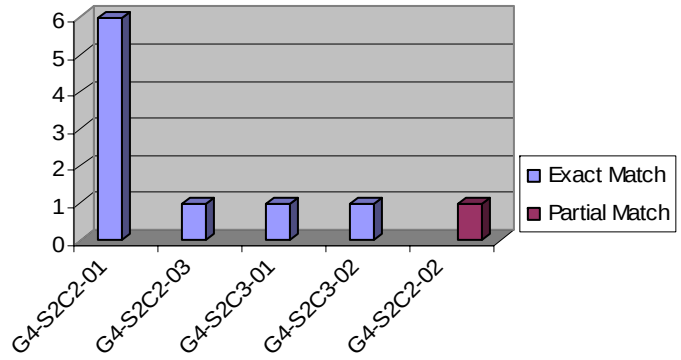
R4-L-C2-g -	Exact Match	Partial Match	Unsure	Comments
Rater 1	R5-S2C1-06	R2-S2C1-05 R4-S3C1-03		5TH GRADE STANDARD
Rater 2	R5-S2C1-05	R3-S2C1-05 R4-S2C1-06		Point of View is an exact match in 5th grade. In grades 3 & 4 the standard is to identify the speaker or narrator.
Rater 3	R5-S2C1-05	R3-S2C1-05 R4-S2C1-06		Appears using this term for the first in 5th grade. Is prepared in grades 3 & 4 by identifying speaker or narrator.
Rater 4	R5-S2C1-05	R3-S2C1-05 R4-S2C1-06		Point of view first mentioned in 5th grade. Third and forth grade only mention speaker and narrator.
Rater 5	R5-S2C1-05	R3-S2C1-05 R4-S2C1-06		Uses term “identify speaker or narrator in a literary selection” in grade 3 & 4. Problem is the NAEP only says “point of view.” Not necessarily “narrative point of view.”



R4-L-C3-j	Exact Match	Partial Match	Unsure	Comments
Rater 1		R4-S2C1-PO9 R3-S2C1-PO7		NAEP is line specific, where PO is not line organization specific.
Rater 2		R4-S2C1-PO9 R3-S2C1-PO7		PO3 – uses distinguishing features of different types of text including poetry. PO4 – "structural elements" a line would be considered a "S.E."
Rater 3		R4-S2C1-PO9	R3-S2C1-PO7 R3-S2C1-PO6	Poetry is one type/structure covered in grade 3 (PO77). Poetry elements include rhythm, an element of line organization (PO6). Poetry in grade 4 again mentions rhythm/meter as a structural element (PO9).
Rater 4			R4-S2C1-PO9 R3-S2C1-PO7	Grade 4 focuses on structural elements of poetry but does not specifically state – line organization. Grade 3 – only says structural elements of NF, F, poetry, plays & narratives.
Rater 5		R4-S2C1-PO9	R3-S2C1-PO7	"Structural elements" of poetry. (PO9). Never actually uses term "line organization."



R4-I-C3-b	Exact Match	Partial Match	Unsure	Comments
Rater 1	R3-S3C2-PO4 R2-S3C2-PO3 R3-S3C1-PO5 R2-S3C1-PO5			
Rater 2	R3-S3C2-PO4 R2-S3C2-PO3 R2-S3C1-PO5 R3-S3C1-PO5 R4-S3C1-PO6	R4-S3C2-PO1 R4-S3C2-PO2		PO2 is interpreting into map is listed. Grades 2 & 3: In concept 1 – all deal specifically with maps. In grade 4, concept 2 – could use a map if used as functional text depending on the use of "map."
Rater 3	R4-S3C1-PO6 R3-S3C1-PO5 R2-S3C1-PO5 R3-S3C2-PO4 R2-S3C2-PO3		R4-S3C2-PO1 R4-S3C2-PO2	



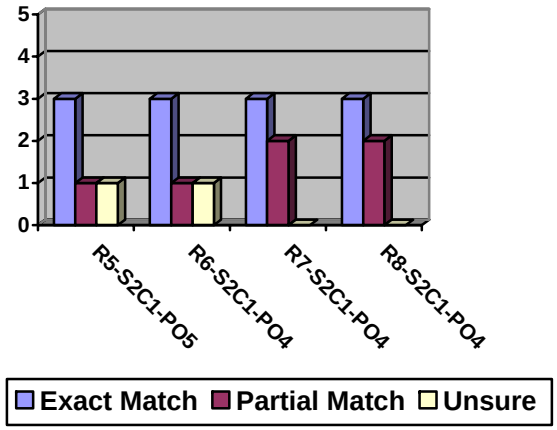
Rater 4	R4-S3C1-PO6 R3-S3C1-PO5 R2-S3C1-PO5 R3-S3C2-PO4 R2-S3C2-PO3		R4-S3C2-PO1 R4-S3C2-PO2	Getting info from maps is mentioned starting in grade 2. Grade 4, Concept 2 doesn't specifically mention map as example as functional text.	
Rater 5	R4-S3C1-PO6 R2-S3C1-PO5 R2-S3C2-PO3 R3-S3C2-PO3			Starting in grade 2 AZ says, "Locate specific information" from maps. Grade 3 states "interpret information" from maps. Deal with map feature and interpret meaningful information.	

Intermediate Group

The intermediate group (5 raters) had 275 Arizona objectives to choose from, as well as the option to mark "No Match." After reviewing their forms and our notes from their group discussions, we found 80% consistency among their group. We consider this to be sufficient after reviewing the actual responses. We found that many of the raters entered the same Arizona performance objectives for a particular NAEP objective just in two different columns (e.g., in the "Partial" column as opposed to the "Exact" column). During the discussion that followed this task, many raters stated that the NAEP objectives are broader than the Arizona performance objectives. The following charts and tables indicate their ratings:

Interrater Agreement Table - Grade 8						
	Exact match	Partial Match	Unsure	No Match		Complete Agreement
R8-L-C3-f	3	2	1	0	3 of 5	60.0%
R8-I-C3-b	3	5	4	0	5 of 5	100.0%
R8-L-C1-d	1	4	2	0	4 of 5	80.0%
					Average	**80.0%**

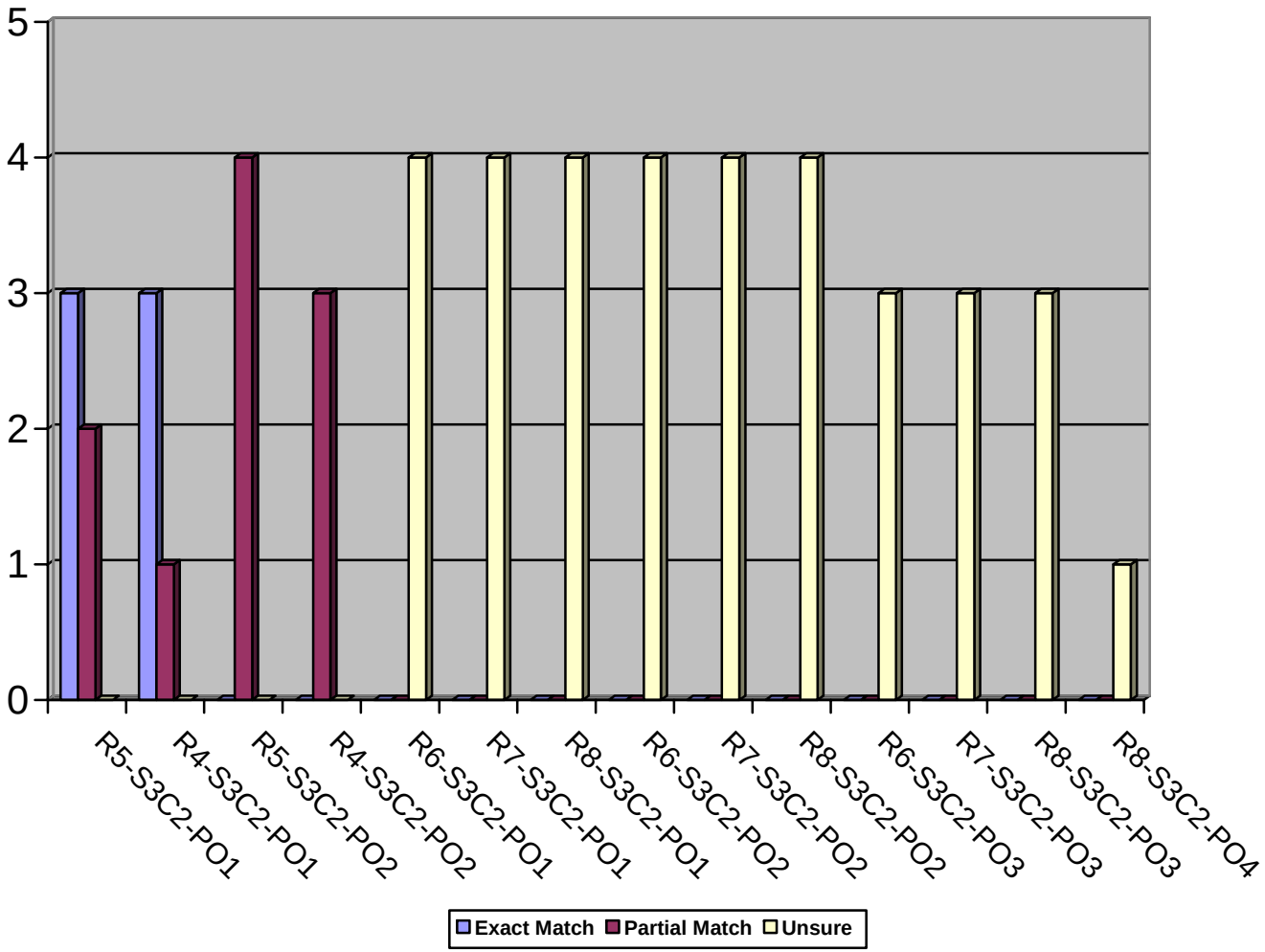
R8-L-C3-f	Exact Match	Partial Match	Unsure	Comments
Rater 1	R5-S2C1-05 R6-S2C1-04 R7-S2C1-04 R8-S2C1-04			
Rater 2	R5-S2C1-05 R6-S2C1-04 R7-S2C1-04 R8-S2C1-04			I am assuming.
Rater 3		R7-S2C1-04 R8-S2C1-04	R5-S2C1-05 R6-S2C1-04	These are too explicit in AZ Standards
Rater 4	R5-S2C1-05 R6-S2C1-04 R7-S2C1-04 R8-S2C1-04			
Rater 5		R5-S2C1-05 R6-S2C1-04 R7-S2C1-04 R8-S2C1-04		NAEP concept 3 pertains to poetry specifically. AZ State Standards refer to "in a literacy text/selection."



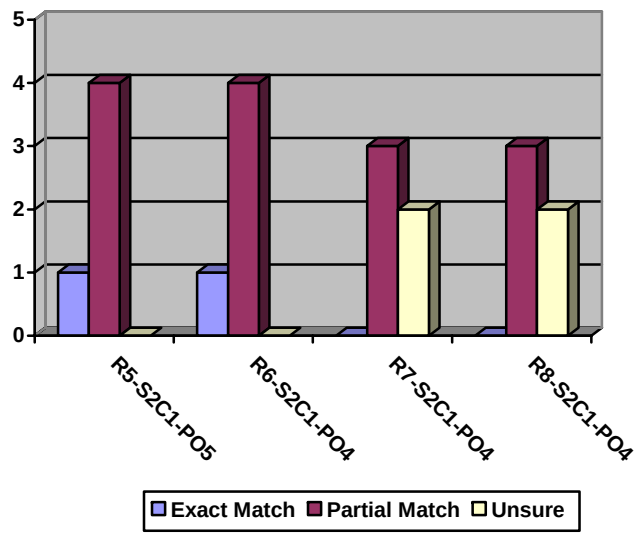
R8-I-C3-b	Exact Match	Partial Match	Unsure	Comments
Rater 1	R5-S3C2-01 R4-S3C2-01	R5-S3C2-02 R4-S3C2-02	R6-S3C2-01 R7-S3C2-01 R8-S3C2-01 R6-S3C2-02 R7-S3C2-02 R8-S3C2-02	
Rater 2	R5-S3C2-01 R4-S3C2-01	R5-S3C2-02 R4-S3C2-02	R6-S3C2-01 R7-S3C2-01 R8-S3C2-01 R6-S3C2-02 R7-S3C2-02 R8-S3C2-02 R6-S3C2-03 R7-S3C2-03 R8-S3C2-03	
Rater 3	R5-S3C2-01 R4-S3C2-01	R5-S3C2-02 R4-S3C2-02	R6-S3C2-01 R7-S3C2-01 R8-S3C2-01 R6-S3C2-02 R7-S3C2-02 R8-S3C2-02	AZ Standards for selecting functional text?? 6-8 Word schedule is not used.

See chart below

			R6-S3C2-03 R7-S3C2-03 R8-S3C2-03 R8-S3C2-04		
Rater 4		R5-S3C2-01 R4-S3C2-01	R6-S3C2-01 R7-S3C2-01 R8-S3C2-01 R6-S3C2-03 R7-S3C2-03 R8-S3C2-03 R5-S3C2-02 R4-S3C2-02	Too many examples in AZ standards – need to focus on schedules/receipts for grade 8 NAEP. Students will need to be able to apply these to reading a schedule.	
Rater 5		R5-S3C2-01 R5-S3C2-02		▪ NAEP matrix: recipe, schedule ▪ NAEP comments refer to example interpreting a bus schedule! ▪ AZ standards ask students to 'locate specific information from functional text (e.g., schedules, recipes…) ▪ Interpret, to follow direction AZ state standards ▪ NAEP narrative following matrix includes 'interpret…follow directions'	


5
4
3
2
1
0
R5-S3C2-PO1
R4-S3C2-PO1
R5-S3C2-PO2
R4-S3C2-PO2
R6-S3C2-PO2
R7-S3C2-PO1
R8-S3C2-PO1
R6-S3C2-PO1
R7-S3C2-PO2
R8-S3C2-PO2
R6-S3C2-PO3
R7-S3C2-PO3
R8-S3C2-PO3
R8-S3C2-PO4
Exact Match
Partial Match
Unsure

R8-L-C1-d	Exact Match	Partial Match	Unsure	Comments
Rater 1		R5-S2C1-05 R6-S2C1-04 R7-S2C1-04 R8-S2C1-04		Grades 7 & 8 change to contrast
Rater 2		R5-S2C1-05 R6-S2C1-04 R7-S2C1-04 R8-S2C1-04		In grades 7 & 8 it changes to contrasting POV. Instead of identify POV, but it does deal with POV. I am assuming that if a student can identify they will be able to do contrast.
Rater 3		R5-S2C1-05 R6-S2C1-04	R7-S2C1-04 R8-S2C1-04	Don't know what NAEP means. AZ is more specific.
Rater 4	R5-S2C1-05 R6-S2C1-04		R7-S2C1-04 R8-S2C1-04	Don't know if NAEP test asks students just to identify POV or if they are asked to compare PO4.
Rater 5		R5-S2C1-05 R6-S2C1-04 R7-S2C1-04 R8-S2C1-04		NAEP framework: 'point of view'. AZ Reading standards: verbs included to specify "process" level.



Appendix D

Worksheet #1

R4 – L – C1 - a **Fiction** a) Adventure Stories	Overall Comments:

Exact Match	Partial Match	Unsure	Comments

Appendix E

Worksheet #2

Arizona	Exact Match	Partial Match	No Match	Unsure	Comments
G5-S1C4-PO1					
G5-S1C4-PO2					
G5-S1C4-PO3					
G5-S1C4-PO4					
G5-S1C4-PO5					
G5-S1C4-PO6					
G6-S1C4-PO1					
G6-S1C4-PO2					
G6-S1C4-PO3					
G6-S1C4-PO4					
G6-S1C4-PO5					
G7-S1C4-PO1					
G7-S1C4-PO2					
G7-S1C4-PO3					
G7-S1C4-PO4					
G7-S1C4-PO5					
G8-S1C4-PO1					
G8-S1C4-PO2					

Appendix F

Arizona Reading Standard Performance Objectives, Grades1- 4, not assessed on NAEP Reading
The percentages indicate rater agreement.

AZ POs	MATC	Comments
RK-S1C1-PO1	100	
RK-S1C1-PO2	100	
RK-S1C1-PO3	100	
RK-S1C1-PO5	100	
RK-S1C1-PO6	100	
RK-S1C1-PO7	100	
RK-S1C1-PO8	100	
R1-S1C1-PO1	100	
R1-S1C1-PO2	100	
R1-S1C1-PO3	100	
R2-S1C1-PO1	100	
R3-S1C1-PO1	100	
RK-S1C2-PO4	100	
RK-S1C2-PO5	100	
RK-S1C2-PO6	100	
RK-S1C2-PO7	100	
RK-S1C2-PO8	100	
R1-S1C2-PO2	100	
R1-S1C2-PO3	100	
R1-S1C2-PO4	100	
R1-S1C2-PO5	100	
R1-S1C2-PO6	100	
R1-S1C2-PO7	100	
R1-S1C2-PO8	100	
R2-S1C2-PO1	100	
R2-S1C2-PO2	100	
R2-S1C2-PO3	100	
RK-S1C3-PO1	100	
RK-S1C3-PO2	100	
RK-S1C3-PO3	100	
R1-S1C3-PO1	100	
R1-S1C3-PO2	100	
R1-S1C3-PO3	100	
R1-S1C3-PO4	100	
R1-S1C3-PO5	100	
R1-S1C3-PO6	100	
R1-S1C3-PO7	100	
R2-S1C3-PO1	100	
R2-S1C3-PO2	100	
R2-S1C3-PO3	100	
R2-S1C3-PO4	100	
R2-S1C3-PO5	100	
R2-S1C3-PO6	100	
R2-S1C3-PO7	100	
R2-S1C3-PO8	100	

AZ POs	MATC	Comments
R2-S1C3-PO9	100	
R3-S1C3-PO1	100	
R3-S1C3-PO2	100	
R3-S1C3-PO3	100	
R3-S1C3-PO4	100	
R3-S1C3-PO5	100	
R3-S1C3-PO6	100	
RK-S1C4-PO1	100	
RK-S1C4-PO2	100	
RK-S1C4-PO3	100	
R1-S1C4-PO1	100	
R1-S1C4-PO2	100	
R1-S1C4-PO3	100	
R1-S1C4-PO4	100	
R2-S1C4-PO1	100	
R2-S1C4-PO2	100	
R2-S1C4-PO3	100	
R2-S1C4-PO4	100	
R2-S1C4-PO5	100	
R2-S1C4-PO6	100	
R2-S1C4-PO7	100	
R3-S1C4-PO1	100	
R3-S1C4-PO2	100	
R3-S1C4-PO3	100	
R3-S1C4-PO4	100	
R3-S1C4-PO5	100	
R3-S1C4-PO6	100	
R3-S1C4-PO7	100	
R4-S1C4-PO1	100	
R4-S1C4-PO2	100	
R4-S1C4-PO5	100	
R4-S1C4-PO6	100	
R5-S1C4-PO1	100	
R5-S1C4-PO2	100	
R5-S1C4-PO5	100	
R5-S1C4-PO6	100	
R1-S1C5-PO1	100	
R1-S1C5-PO2	100	
R2-S1C5-PO1	100	
R2-S1C5-PO2	100	
R2-S1C5-PO3	100	
R3-S1C5-PO1	100	
R4-S1C5-PO1	100	
R5-S1C5-PO1	100	
R1-S1C6-PO1	100	

AZ POs	MATC	Comments
R1-S1C6-PO2	100	
R2-S1C6-PO1	100	
R2-S1C6-PO2	100	
R2-S1C6-PO3	100	
R2-S1C6-PO4	100	
R3-S1C6-PO1	100	
R3-S1C6-PO2	100	
R3-S1C6-PO3	100	
R3-S1C6-PO4	100	
R4-S1C6-PO2	100	
R4-S1C6-PO3	100	
R5-S1C6-PO2	100	
R5-S1C6-PO3	100	
R1-S3C2-PO3	100	

Appendix G

Arizona Reading Standard Performance Objectives, Grades 5-8, not assessed on NAEP Reading
Percentages indicate rater agreement.

AZ POs	MATC	Comments
R5-S1C4-PO1	100	CAN'T FIND ANYTHING ON VOCABULARY WORDS IN NAEP
R5-S1C4-PO2	100	CAN'T FIND ANYTHING ON VOCABULARY WORD
R5-S1C4-PO5	100	CAN'T FIND ANYTHING ON VOCABULARY WORDS IN NAEP
R5-S1C4-PO6	100	
R5-S1C5-PO1	100	Partially covered in NAEP grade 4 R4-L-C3-a,b,c,d
R5-S1C6-PO1	100	The NAEP standards embed/assume thr comprehension stategies whereas the AZ standards break the comprehension strategies into individual standards.
R5-S1C6-PO2	100	
R5-S1C6-PO3	100	
R5-S1C6-PO4	100	
R5-S3C1-PO8	100	COULDN'T FIND ANYTHING IN NAEP MATRIX
R6-S1C4-PO1	100	NAEP Matrix does not include linguistic roots and affixes. I do not recommend the deletion of this PO, however, as students neec
R6-S1C4-PO2	100	
R6-S1C4-PO3	100	
R6-S1C4-PO5	100	Refer to NAEP for vocabulary info on pages 33-36
R6-S1C5-PO1	100	
R6-S1C6-PO2	100	
R6-S1C6-PO3	100	
R6-S1C6-PO4	100	
R7-S1C4-PO1	100	NAEP Matrix does not include linguistic roots and affixes. I do not recommend the deletion of this PO, however, as students need root and affix foundations to discern unknown vocabulary
R7-S1C4-PO2	100	
R7-S1C4-PO3	100	
R7-S1C4-PO5	100	
R7-S1C5-PO1	100	
R7-S1C6-PO2	100	
R7-S1C6-PO3	100	
R7-S1C6-PO4	100	
R8-S1C4-PO1	100	I AM SURE THIS IS EMBEDDED BUT NOT DIRECTLY ON NAEP FRAMEWORK
R8-S1C4-PO2	100	I AM SURE THIS IS EMBEDDED BUT NOT DIRECTLY ON NAEP FRAMEWORK
R8-S1C4-PO3	100	I AM SURE THIS IS EMBEDDED BUT NOT DIRECTLY ON NAEP FRAMEWORK
R8-S1C4-PO5	100	
R8-S1C5-PO1	100	
R8-S1C6-PO1	100	
R8-S1C6-PO2	100	
R8-S1C6-PO3	100	
R8-S1C6-PO4	100	